

Hetts Lane Infant & Nursery School



Working together to be the best we can be

Behaviour Policy

September 2025

Introduction

At Hetts Lane Infant & Nursery School we value and respect every member of our school community. We believe that good behaviour is a key factor in children achieving their full potential and aim to help all children become positive, responsible, increasingly independent and ready for the next stage in their learning journey.

Through our school curriculum we aim to teach values and attitudes which will promote responsible behaviour, develop self-discipline and encourage in children a respect for themselves, for other people and for our school environment. We aim for children to develop an understanding of socially acceptable behaviour and encourage kindness and thoughtfulness and understand that they are responsible for their own behaviour and that their behaviour affects others.

We encourage good behaviour by example and by providing a range of rewards for children of all ages and abilities. Through this we aim to create a caring atmosphere based on a sense of community and shared values in which teaching and learning can take place in a safe and happy environment and we can work together to be the best we can be.

We have high expectations of childrens behaviour. We believe that positive behaviour is based on mutual respect between children and adults and positive relationships within our school community are vital.

In implementing our policy we aim:

- To be consistent in our expectations of behaviour
- To ensure children and parents are aware of our expectations for behaviour and the reasons for them
- To have regular discussions with the children about behaviour
- To recognise and celebrate good behaviour whenever possible
- For all adults (staff, parent/carers, governors) to be positive role models
- To actively promote courteous behaviour
- To work closely with parents and carers in order to support each child to achieve their best
- To provide extra support for individuals when needed

Our Values

At Hetts Lane we actively promote our core values which underpin all of our work

- ☺ **We respect everyone and everything**
- ☺ **We always do our best**
- ☺ **We are caring and kind**
- ☺ **We keep ourselves and others safe**

These core values are displayed in every classroom and regularly shared and discussed with children. Children learn about our values and what they mean and rewards are given to children demonstrating them.

We respect everyone and everything

- ☺ We expect children to have respect for themselves, others and their environment. This means looking after our school, taking care not to damage things, putting things away and helping to keep the school tidy. It also means thinking about other peoples feelings and their belongings, listening to others ideas and opinions and being polite and demonstrating good manners: including saying “please and thank you”, “excuse me” and waiting their turn.

We always do our best

- ☺ We promote a “can do” attitude in school and an environment which supports and encourages children to try and do their best. We want children to believe in themselves and have high aspirations. To take pride in whatever they do, to show determination and resilience and be ready to have another go if things go wrong. To recognise and celebrate their own and the achievements of others.

We are caring and kind

- ☺ We want children in our school to feel happy and secure so that they can do their best learning. This means that both in the classroom and out in the playground we expect children to show consideration and kindness towards each other. Being kind and caring might mean: giving a smile, playing nicely together, sharing, being a good friend, thinking about others needs as well as your own, taking turns and looking after people if they need help or are hurt.

We keep ourselves and others safe

- ☺ We believe that children should start to learn to take responsibility for themselves and their actions. This means starting to think about what they do, remembering to follow simple rules and not doing anything that will hurt themselves or others.

Code of Conduct

Our code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently and effectively as a place of learning.

- All members of the school community are expected to respect each other and be polite and considerate
- Children are expected to be well-behaved, well-mannered and attentive.
- To help keep ourselves and others safe children should walk when moving around school
- Children are positively encouraged to share disputes and relationship problems with an adult so pupils are supported in developing reconciliation skills.
- Physical violence and bullying are not acceptable, neither is retaliation.
- Children are taught that inappropriate language is not acceptable in school.

Our School Rules

We have 6 rules for Happy Learning at Hetts Lane which support our core values and Code of Conduct. Our rules help to keep us all happy and safe so that we can do our best and learn together.

Our 6 Rules for Safe and Happy Learning at Hetts Lane

We are **polite** to everyone.

We always **listen** carefully.

We **keep** ourselves and others **safe**.

We **care** for each other and our school.



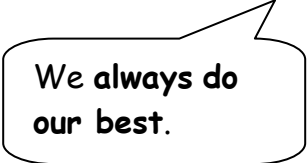


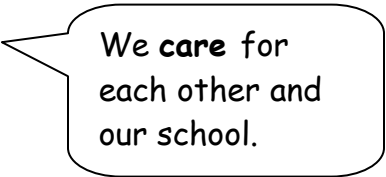

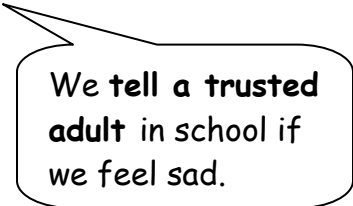
We always **do** our **best**.

We **tell** a **trusted** adult in school if we feel **sad**.



Clear expectations to support good behaviour and enable good learning to take place in classrooms are shared and displayed throughout the school. Children and staff also work together to agree rules/ a code of conduct to ensure everyone's safety and enjoyment of lunchtimes and playtimes.

Linking Our Code of Conduct for behaviour, Our Values and our School Rules

Our Values	Our code of Conduct	Our Rules	
We Respect Everyone and Everything			
<ul style="list-style-type: none"> • Respect • Acceptance • Understanding 	<p>All members of the school community are expected to respect each other and be polite and considerate</p> <p>Children are taught that inappropriate language is not acceptable in school.</p>		
We Always do our Best			
<ul style="list-style-type: none"> • Determination • Aspiration • Perseverance • Independence 	<p>Children are expected to be well-behaved, well-mannered and attentive.</p>		
We are Caring and Kind			
<ul style="list-style-type: none"> • Thoughtfulness • Empathy • Respect • Consideration 	<p>All members of the school community are expected to respect each other and be polite and considerate</p>		
We Keep Ourselves and Others Safe			
<ul style="list-style-type: none"> • Honesty & Trust • Responsibility 	<p>Children should walk when moving around school to promote a safe environment.</p> <p>Children are positively encouraged to share disputes and relationship problems with an adult so pupils are supported in developing reconciliation skills.</p> <p>Any physical violence or bullying is not acceptable, neither is retaliation.</p>		

Teaching and Learning

Our positive behaviour policy is embedded and promoted throughout all areas of the school curriculum and the school day. More specific teaching and learning takes place through:

- The teaching and reinforcing of our shared Key Values, at the heart of our curriculum, supported through assemblies and our structured RSHE and PHSE curriculum developing children's empathy and emotional intelligence.
- Promoting "Peaceful conflict resolution through circle time activities in the classroom and consistent adult support in the playground. At playtimes this involves adults initially helping children to understand another person's point of view by encouraging the sharing of feelings in a calm and supported way.
- A Special Person display in all classrooms that helps children to feel positive about themselves and their achievements in addition to having a 'Star of the Day/Week or Special person'. Children have special tasks and responsibilities when they are 'Star of the Day' appropriate to their age.
- Children agreeing codes of conduct for playtimes, learning in classrooms, carpet times, lunchtime etc and the sharing of clear expectations
- An Induction Period at the beginning of each term for all pupils where staff support pupils in recognising expectations, rules, strategies for achievement, and routines. At Hetts Lane we value this time as pupils and adults benefit from having a planned programme in place that helps to develop consistency throughout the school
- Our school listening rules, supporting children in learning "How to be a good listener"
- EMUs. (Education Making Us Safe) programme for Year 2
- Proactive interventions to meet identified individual needs including nurture group work to promote self esteem, co-operation and social skills
- Assemblies & Circle time discussions promoting pupil voice

During the schools induction period at the start of each school year, children and staff work closely together to discuss and agree to our Key Values and School Rules. All children have the opportunity to share their views through class circle time discussions and assemblies. Our values, rules and code of conduct are also shared with parents.

Rewarding positive behaviour

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

To help influence good behaviour we put an emphasis on positive actions by rewarding children who behave well or try hard. Even the smallest reward such as a smile or a thank you can show a child that we value what they have done.

Positive behaviour is rewarded in many ways including:

- Regular praise by all staff.
- Staff tell others (other children, parents, staff) about the good work or behaviour
- Child shares good work or behaviour with Head teacher
- Individual rewards such as stickers, certificates, extra time given to area of choice are awarded throughout the year for positive attitudes and achievements in both relationships, caring for others and academic achievement. .
- Each class has its own individual or group reward / target system in place.
- A whole school individual reward system is in place in which, pupils work towards bronze, silver, gold and “Excellent Behaviour” awards by collecting 20 stamps/stars for each. Stars are awarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.
- Each week positive achievements are celebrated by the whole school by staff selecting 2 ‘Stars of the Week’ from each class. Pupils receive a star of the week sticker and a certificate. A copy is left in a Class ‘Star of the Week’ book and the certificate is taken home to share with the pupil’s family.
- Lunchtimes and playtimes are an important part of the school day and a range of positive reward strategies are used during the year to promote and reward positive behaviour.
- School Value Awards are presented to children displaying our school values.

We think it is really important to let children know why we are pleased with them. When we praise them we always try and say why we are happy. You will also see this on the star of the week certificates.

Dealing with inappropriate behaviour

The majority of children respond to this positive approach where their efforts are seen to be valued and they make considerable efforts to improve their work, and where necessary their behaviour.

However if and when we need to respond to any incidents of inappropriate behaviour we believe that having a clear approach that children, staff, parents and carers know and are familiar with enables us to respond in a calm, fair and consistent manner.

Minor incidents of inappropriate behaviour are generally dealt with by a member of staff in the first instance in a caring, supportive, and fair manner, with flexibility regarding the level of maturity of the child and taking into account other factors such as SEN and disability in order to meet the needs of the child. If the school has concerns about an individual’s behaviour, parents will be involved at the earliest possible stage. The class teacher and or Key Stage Leader will follow up pupils’ progress and liaise with parents if necessary.

Regular staff meetings ensure all staff are informed of any individual issues/ circumstances relating to behaviour and strategies are shared to ensure consistency throughout the school.

In line with the schools equality policy each case is treated individually. Children are made aware that they are responsible for their own actions and that there will be consequences if behaviour falls below the standard expected. Whenever we are responding to inappropriate behaviour staff will always ensure children understand it is the behaviour that is the concern and not the child themselves.

Minor/ low level incidents of inappropriate behaviour (Such as: refusal to respond to a request from an adult, rudeness and low level disruptive behaviours), will be dealt with in a consistent manner through:

B1. A calm verbal explanation and clear reminder of expectations of behaviour being given to the child

B2. A second calm and clear verbal reminder being given and log made on behaviour sheet in classroom with child given immediate “Time to think” if necessary. Adult states that if the inappropriate behaviour continues their name will be recorded in the “Behaviour Book”.

B3. The child being asked to collect the Behaviour (“Blue”) Book (when appropriate) and their name is recorded with “time out” sanction. (In some circumstances it may be more appropriate for the adult to collect book or send a message to the office that they need the book)

- Time out – 1 minute per year of age, but teachers need to use their discretion in relation the individual needs of the child and situation. Appropriate “Time Out” may take place in a:
 - Designated area in own classroom (for children needing immediate action)
 - Designated area in hall during the next playtime
- An informal verbal discussion with parents/carers by class teacher

Children may then be monitored carefully and sensitively, an individual reward system/ behaviour plan may put in place with agreed rewards and consequences.

The Behaviour Records will be monitored and reviewed regularly and discussed with staff as part of pupil progress review meetings and staff meetings and when applicable parents

Working together with parents, if necessary children can be referred to an external agency, such as the Sherwood Area Partnership, Small Steps, CAMHs (Child & Adolescent Mental Health team)

Where concerns are linked to potential medical needs school will work with parent/ carers and a referral will be made to health using the Concerning Behaviours Pathway.

More Serious Incidents of Inappropriate Behaviour

Any “serious” incidents (Those judged as serious by the member of staff dealing with the incident such as violence towards children or staff) as well as being recorded in the “Blue” behaviour log are also * and recorded in the “Incident log” (kept in the head teachers office)

There may be occasional times when children may be withdrawn from the classroom for a short period if the behaviour compromises the safety of themselves or others or interrupts the learning of others. In this instance either the class teacher or teaching assistant will need to stay with the child until they are calm and able to return to the classroom. This should be recorded in the behavior book and the child’s parents/ carers should be informed at the end of the day.

B4. Very occasionally a child may exhibit persistently challenging behaviour that becomes a cause for concern and procedures are in place for dealing with this.

A child may be identified as showing concerning or persistently challenging behaviour when:

- They have regular entries in the behaviour log (“Blue Book”)
- They have to leave the classroom on several occasions to ensure the safety of others
- They persistently disrupt the learning of others
- They are involved in serious incidents of inappropriate behavior

The teacher discusses the concern with their Key Stage Leader and logs the concern in the Behaviour Action Log. The following procedures may then be put in place to support improvement in the child’s behavior.

- A verbal discussion with the child and the parent/ carers
- Monitoring the behaviour (in order to establish any triggers or patterns)
- An individual behaviour plan put in place which should include proactive strategies put in place to support improvement in the child’s behaviour (buddying, small group work, assessment of needs Home/School book etc) with appropriate time scales and review dates
- Individual monitoring/ reward system put in place with agreed rewards
- A chronology of support
- Classroom behaviour audit
- Working together with parents, if necessary children can be referred to an external agency, such as the Sherwood Area Partnership or CAMHs (Child & Adolescent Mental Health team)
- Where concerns are linked to potential medical needs school will work with parent/ carers and a referral will be made to health using the Concerning Behaviours Pathway. (Note: Evidence that the procedures listed above have been implemented will need to be in place before a referral can be made)
- Withdrawal/ removal from the classroom if the behaviour compromises the safety of others or persistently interrupts/ prevents the learning of others. Removal should only be used when necessary and once other strategies in the classroom have been attempted and for the following reasons:
 - a) To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
 - b) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
 - c) to allow the pupil to regain calm in a safe placeRemoval/ withdrawal from the classroom should be for the least time possible and a member of staff should stay with the child to help them to calm and when appropriate reflect on the behaviour that led to their removal. This should be recorded and senior staff and the child’s parent/ carers informed.
- A meeting with parents/ carers and an explanation given about the next stage if there is no improvement in the child’s behaviour
- Withdrawal from after-school clubs (only when behaviour compromises the safety of others)

B5 Suspension and Exclusion

Although rare, in some circumstances, the head teacher can suspend or permanently exclude a pupil on disciplinary grounds in line with the Department for Education and LA procedures. Parents, the Governing Body and Local Authority will be informed.

A suspension is where a pupil is temporarily removed from the school. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A suspension will be for a temporary fixed term. When deciding upon the fixed length suspension the head teacher will take into account the incident, previous suspensions and all strategies used prior to the incident. Work will be provided for the suspended pupil to complete at home during the first five school days of a suspension. Following the suspension there will be a re-entry meeting involving the school, child and parents. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

If necessary, permanent exclusion for children may be considered. A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently would only be taken in extreme circumstances:

- in response to a serious breach or persistent breaches of the school's behaviour policy
- 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.

A summary of stages for responding to inappropriate behaviour at Hetts Lane

The school has 5 stages for responding to inappropriate behaviour as shown below. Children are made aware of the first 3 stages and have an understanding of our expectations and the consequences if behaviour falls below what is expected.

Stage	Behaviour displayed & Action	Recording	Sanction	Parents informed
B1	For low level incidents of inappropriate behaviour that disrupts the learning of themselves or others a child is given a calm verbal explanation and clear reminder of expectations	No formal logging	No sanction	No
B2	A second calm and clear verbal reminder is given. If a child is given a second reminder for same incident or a number of reminders for different incident in same day or a school rule is broken the child is given "time to think" and behaviour logged	Logged on behaviour sheet in classroom	Immediate "time to think"	No
B3	When a child has <ul style="list-style-type: none"> • 2 reminders and the behaviour continues • 2 reminders given several times in same day • several recorded incidents noted in week when further incident occurs • any incidents of swearing, spitting, hurting others, damaging property the child is given a "Time out" and behaviour recorded in the "Blue Behaviour Book"	Recorded in "Blue Book"	Time out sanction	Yes

Very occasionally some children may exhibit persistently challenging behaviour, that becomes a cause for concern and procedures are in place for dealing with this and providing support for the child through early intervention, working together with parents and carers.

B4	<p>If a child is identified as showing concerning or persistently challenging behavior such as:</p> <ul style="list-style-type: none"> • They have regular entries in the behaviour log ("Blue Book") • They have to leave the classroom on several occasions to ensure the safety of others • They persistently disrupt the learning of others • They are involved in serious incidents of inappropriate behavior 	Discussed with Key Stage leader and recorded in Behaviour Action Log.	Individual behaviour support plan put in place with agreed actions and sanctions	Yes
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Although rare, in some circumstances, the head teacher can suspend (where a pupil is temporarily removed from the school) or permanently exclude a pupil on disciplinary grounds in line with the Department for Education and LA procedures.

B5	<p>Suspension/ Exclusion</p> <ul style="list-style-type: none"> • in response to a serious breach or persistent breaches of the school's behaviour policy • 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. 	Formal recording in line with the Department for Education and LA procedures.	Suspension/ Exclusion	Yes & LA & Governors
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Child-on Child Abuse

Following any report on child on child sexual violence or harassment offline or online the school will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) and the procedures outlined in the schools policy. Each incident will be considered on a case- by case basis

Bullying

As set out in our Anti- Bullying Policy we expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours.

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online."

If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well

Prejudice

At Hetts Lane we encourage open discussions around differences between people, we actively challenge prejudice and we celebrate diversity. We will always challenge the use of prejudice language or actions where these clearly intend to cause offence.

Behaviour Incidents On-line

Through our curriculum we teach children that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness and respect. Inappropriate online behaviour including bullying, the use of inappropriate language or images will be addressed in accordance with the same principles as offline behaviour, including following the Child Protection and Bullying Policies.

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing Key Values and the school rules with their child, emphasising their support of them and assisting when possible with their enforcement through the Home School Agreement.
- By knowing that learning and teaching cannot take place without good standards of behaviour.
- By signing and supporting the schools Home school Agreement

Sherwood Area Partnership

Our school is a member of the Sherwood Area Partnership (SAP). One of the main principles of SAP is to work collaboratively to improve provision and offer support for pupils with social, emotional and behavioural difficulties.

Physical Intervention

If a child is aggressive and/ or putting themselves or others in danger of being hurt and does not respond to requests to calm down, then in very exceptional circumstances physical restraint may be necessary. Staff will act in accordance with the schools agreed policy and **will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using reasonable force.**

Staff at Hetts Lane School, who have been identified as needing training in this area, will access Physical Intervention training, through the County Council co-ordinator who delivers certified courses. Miss E Shipley has completed the training in 2024.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.enabling them to act in accordance with NCC philosophy and policy in relation to the use of physical interventions in the management of challenging behaviour aggression and violence.

Links with other policies

You may find it helpful to read this behaviour policy alongside the other following school policies:

Policy	How it may link
Child-on-child Abuse Policy (Previously named 'Peer-on-peer')	Includes links to inappropriate behaviour – specifically sexualised behavior, bullying and exploitation
Anti – Bullying Policy	Includes information about supporting childrens understanding of procedures for dealing with bullying
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

Behaviour logs and records are objectively monitored and analysed on a regular basis to inform intervention, provision and development.

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: October 2025

Date to be reviewed: **October 2026**