



Honeywell

INFANT SCHOOL

Behaviour Policy 2025-26

All our policies are written to reflect, support and develop our ethos statement

“A community that cares about excellence, wonder and learning for life”

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

This policy reflects the requirements of the Behaviour and [Behaviour and Discipline in Schools 2016](#) and [Mental Health and Behaviour in Schools 2018](#) and has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) ‘Use of reasonable force’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2024) ‘Behaviour in schools: Advice for Head Teachers and school staff’
- DfE (2023) ‘Keeping children safe in education 2023’
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE (2024) ‘Mobile phones in schools’
- Keeping Children Safe in Education 2024

This policy will be implemented in conjunction with the following school policies and procedures:

- Exclusion Policy
- Anti-Bullying Policy
- Physical Intervention Policy
- Special Educational Needs and Disability (SEND) Policy
- Sex and Relationships Policy
- Child Protection and Safeguarding Policy
- Equality, Diversity and Inclusion Policy

Aims

The behaviour policy aims to:

- Develop a whole school behaviour approach which can be followed and supported by all members of the school community
- Encourage good behaviour through systems and rewards appropriate to a child's age and abilities
- Support ways in which all members of the school community can work and learn together
- Provide clear parameters for behaviour around the school's values *kindness, curiosity and respect*, which will be consistently applied in all aspects of school life
- Ensure that individual needs are taken into account
- Give parents a clear understanding of what is expected from children and how they can support the school in this
- Work in partnership with parents to address issues as quickly as possible
- Treat problems when they occur in a caring and understanding manner in the hope of achieving an improvement in behaviour
- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community

Rights and Responsibilities

All children have the right to develop their full potential and be safe and happy. For their rights to be maintained, children have to take responsibility for following the school rules. These rules are centred around our values of kindness, curiosity and respect and based on a common-sense regard for health, safety and well-being of the school community. Expectations are displayed prominently in the classrooms and use visual, child friendly systems such as the behaviour rainbow and dojo points to help children follow them. These values, expectations and systems help to:

- Promote positive relationships
- Create a caring and respectful ethos
- Help children develop their self-esteem and self-confidence
- Provide efficient and effective systems and support for all staff
- Create happy lunchtimes and playtimes
- Nurture the curiosity and creativity in all people in school
- Promote social and emotional development of all children

Infant School Values

Kindness, Curiosity and Respect

The values are displayed in every classroom and around the school environment. The Equality Act 2010 sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make reasonable adjustment for a disabled person.

Some children with special needs may need adaptations to suit their individual needs. This will be determined by the Inclusion Lead Kathryn Jessett or Deputy Head Amy Walker.

These values will provide the basis for regular assemblies, where SLT will share real life examples of each value within society. Class teachers will also regularly share and remind the class of the core values. Most of the day to day behaviour 'rules' relate to the value of respect. All staff across the school have worked collaboratively to create a set of expectations which is consistent among all staff, in all areas of the school environment. This includes in the playground, around the school and in the classroom

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Rewards and Sanctions

As a school, we adopt a positive approach to behaviour where expectations are made clear and boundaries are established.

Children are rewarded for examples of behaviour pertaining to the 3 core values of kindness, curiosity and respect. This may include behaviours such as supporting a friend during playtime, asking thoughtful questions during a lesson, or being an excellent role model when walking around the school. All children, however, can sometimes forget the rules and we have some very simple sanctions to help remind them of the correct choices.

All teachers and support staff are able to give rewards and sanctions, and have worked together to make sure expectations are consistent in the classroom, in the playground and around the school.

Classroom:

In KS1 the teachers use individual or whole class dojos to regularly reward behaviour.



The behaviour rainbow is displayed in every classroom.



All children begin the day on the sun. Children who exhibit exceptional behaviour (over and above a dojo point) are moved to the small stars. At the end of the week, the dojo champion is moved to the large star and receives a lucky dip prize.

Expectations are displayed in the classroom, clearly outlined and regularly reiterated so that the children know what is expected of them. They will receive 2 verbal warnings before they are moved from the sun to the cloud.

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	• Dojo Champion	
	• Superstar effort (respect, kindness, curiosity) = 2 dojos	
	• Listening when the teacher is talking • Remaining where you should be (eg. at the table) • Sensible talking during group work • Lining up without talking or rushing	
	After 2 warnings... • Continuing to talk when the teacher is talking • Moving to areas they shouldn't be without asking • Shouting/ arguing during group work • Running to/pushing in/ talking in the line	
	• Repeated disruptive behaviour (see above) • Physical behaviour (not aggressive) • Rude language • Extreme disruptive behaviour (throwing objects)	
	• Behaviour which intentionally causes harm to others	

In the playground or around the school:

As staff do not have access to dojos or the behaviour rainbow when in the playground or around the school, children are given a smiley face sticker instead. This then translates to a dojo when they return to the classroom.

Whole Class positive behaviour is rewarded with a whole class smiley face. The class who receives the most smiley faces at the end of the term gets a whole class prize.

Similarly, staff are able to give children a 'cloud card' when outside. This means they will be put on the cloud once they return to the classroom. All expectations are regularly explained and visible for the children to see.

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- Taking turns and playing kindly with peers
- Making an effort to include others
- Consistently walking sensibly to the line
- Consistently standing sensibly in the line
- Remaining calm even in difficult situations
- learning to work things out without conflict



- Deliberate running in pirate ship following 2 verbal warnings
- Talking in the line (following 1 warning)
- Pushing in the line
- Repeated physical (not aggressive) behaviour following 2 warnings
- Rude language (not aggressive)



- Behaviour which intentionally causes harm to others

EYFS:

Nursery and Reception share the school-wide values of kindness, curiosity and respect. Instead of animated dojos, teachers put pom poms in a jar as a way to reward whole class and individual behaviour.

Both Nursery and Reception use an adapted, age appropriate version of the behaviour rainbow. Instead of children's names being moved to the star or cloud, the star and cloud are used as reference points to help children visualise positive and negative behaviour choices.

This is reiterated with star and cloud behaviour lanyards which teachers and support staff wear and use to remind children of their behaviour choices in the playground or around the school.



Persistent Low-level behaviour:

Persistent low-level behaviour issue may indicate the need for consideration by the Inclusion Lead or support from the Place2Be team. This would also require the involvement of the parents.

Children with Behavioural Difficulties:

Children with behavioural, social and or emotional difficulties, after discussion with their parents may be placed on the SEN register and will have behavioural targets as part of their provision map and will access a range of support both in class, in the playground and withdrawal support groups.

If concerns over behaviour continue or do not improve with the strategies in place the Inclusion Lead will meet with the parents and class teacher to discuss possible referral to an outside agency such as:

- Place2Be – 1-1 counselling service
- Behaviour & Learning Support Service (BLSS)
- Child and Adolescent Mental Health (CAMHS)
- Education Psychology Service (EPS)

Deescalating Challenging Behaviour:

If a child is presenting with challenging behaviour then a range of de-escalation techniques can be used. These should consist of the following: -

- Calm talking
- Step away
- Negotiating
- Humour
- Reassurance
- Options offered
- Non-threatening body language
- Support systems
- Instruction
- Warning
- Redirect to another activity

Significantly Challenging Behaviour:

Major breaches of discipline, including physical assault, verbal abuse, vandalism, persistent and deliberate disruptive behaviour, are extremely rare and will be dealt with by the Headteacher in accordance with the school's other related policies [e.g., *Anti-Bullying Policy*].

The sanctions may include:

- Verbal warning from the Headteacher / Deputy Headteacher about future conduct.
- Withdrawal from the classroom for the rest of the school day.
- The parents being informed of the issue by letter or phone.
- A meeting with the child's parents and information given to the parents as to the next step if there is no improvement in behaviour.
- A behaviour improvement plan to be developed with the parents, child, teacher, head and the appropriate external agencies (Behaviour Team, CAMHS, EP service).
- A child may have their behaviour monitored for a fixed period. During that time, a behaviour book is kept by the class teacher recording incidents of both positive and inappropriate behaviour. The parents will have access to this book.

Confidentiality

The school will not enter into discussions about other children and their level of consequence out of respect for their privacy and right for anonymity.

Racist Remarks

Racism is not tolerated at Honeywell Infant School. Any racist incident should be recorded on Arbor and reviewed by the Headteacher. Relevant parents will be informed. All incidents are recorded and monitored by a member of the Senior Leadership Team.

Restrictive Physical intervention

Honeywell Infant School fully endorses the underpinning principles published by The Department for Education and Skills/Department of Health (2002), being that the use of force should, wherever possible, be avoided and that there are occasions when the use of force is appropriate. The use of physical intervention should only ever be as a last resort following the application of other appropriate strategies such as withdrawing from the situation, de-escalation and the instruction to stop (touch and the use of Restrictive physical intervention when working with children and young people 2010). Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.

Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to face violence in the course of their work. Every effort should be made to ensure the presence of another adult in situation, where physical intervention is a possible outcome.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force', for example to prevent a young pupil running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.' (Education Act 1996: The use of force to control or restrain pupils). Whenever restraint has been used, a Arbor entry will be and parents will be informed.

As with all state schools, any form of physical punishment by staff is not allowed.

Bullying

Honeywell Infant School is committed to tackling bullying in school and a policy is available which is shared with children and parents. Parents and carers can send their children to Honeywell with the full confidence that if any bullying were to take place, it would be dealt with promptly. *See our Anti-Bullying Policy for further details.*

Exclusions

For a serious breach of the school's behaviour code, the Headteacher has the right to exclude children from the school for a fixed term. This is a very unlikely option with children of such a young age. *See School Suspension and Permanent Exclusions Policy.*

Parental involvement

Parents can help by:

- Working with the school so children receive consistent messages about behaviour.
- Discussing the school values with their child and emphasising their support of them.
- By attending parents evenings, school functions and by developing informal contact with the school.
- Reading and signing the home school agreement.

Full support is expected from parents in dealing with their child's behaviour in accordance with the home school agreement. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements, which might affect a child's behaviour and/or performance at school. Parents are notified in serious cases of misbehaviour or a rapid deterioration of behaviour with the expectation that the school and home will be able to support each other to prevent further occurrences.

Behaviour Policy

Record Keeping and Reporting

Teachers will feedback children's summary of behaviour at parents evening.

Step 3, 4 and 5 incidents of the Behaviour Rainbow will be recorded on Arbor and reported to parents.

Monitoring of these records will occur termly, or more frequently if needed for specific children.

Monitoring

Evaluation of the effectiveness of the policy is continuous and made through observations by all staff, and by regular review of behaviour records.

Review

This policy will be reviewed and adopted on an annual basis by the Pupil Welfare and Community Committee with a detailed review every three years or earlier if necessary. All members of staff are required to familiarise themselves with this policy as part of their induction programme.