



Bilton CofE Junior School  
Bilton Infant School  
Bawnmore Community Infant School



## BILTON COMMUNITY FEDERATION

### BILTON INFANT SCHOOL BEHAVIOUR POLICY

*This policy has been created taking into account the guidance from Warwickshire County Council, the Department of Education [Behaviour in Schools](#) and [Suspension and Permanent Exclusion](#) guidance.*

POLICY APPROVAL	
Statutory, recommended, or additional policy	STATUTORY
Policy review cycle	ANNUAL
Policy reviewed by	E Newton (Executive Headteacher)
Policy review date	18/11/2025
Date of next review	Autumn 2026
Date approved by Governing Body	18/11/2025

## Introduction

It is our aim that our policies and procedures reflect our vision and values as a federation.

**Vision: 'Empowering children to make a positive impact on the world.'**

**Values: Care, Honesty, Respect, Co-operation, Forgiveness and Resilience**

## Bilton Community Federation: Written Statement of Behaviour Principles

### Rationale and purpose

- This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the school's Positive Behaviour Policy.
- This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance Behaviour and Discipline in Schools, January 2016.
- The purpose of this statement is to provide guidance for the Executive Headteacher and Heads of School in drawing up the schools' behaviour policy so that it reflects the shared aspirations and beliefs of Governors, staff and families for the children in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and how to use them. Staff should be confident that they have the governors' support when following this guidance.
- The schools' policies regarding behaviour are publicised to staff and families on the schools' websites.

### Principles

- The Governing Body of Bilton Community Federation has consistently high expectations of our children's behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an education is respected. We believe all children should understand that it is the responsibility of staff, children and members of the school community to uphold and maintain our school values.
- Every child understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
- Every child has the right to learn in a safe environment.
- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers set consistently high expectations of all children.
- Schools will work in partnership with children, parents/carers and staff to uphold consistently high expectations of their behaviour and modelling at all times.
- Schools' behaviour principles and relevant policies are available to, and understood, by all staff and parents and explained to all children.
- The schools' legal duties under the Equality Act, 2010 in respect of safeguarding, children with special educational needs and/or disabilities, and all vulnerable children, are set out in the Child Protection Policy and known to all staff.
- Reasonable force is only ever used as a last resort to prevent children from hurting themselves or others, from damaging property, or from causing high levels of disruption.
- Each school's policies relating to behaviour explain that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in suspension and exclusions.
- Children are helped to take responsibility for their actions through a restorative approach.
- Families are informed of behaviour incidents and, where necessary, involved in the restorative process to foster good relationships between the school and children's home life.
- Staff's powers to apply the policy extends to off-site visits and extra-curricular clubs.
- The school will work in partnership with families and external agencies to support children who are consistently struggling to make positive behaviour choices.
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Vision, Aims, and School Rules

### Our Vision

**'Empowering children to make a positive impact on the world.'**

In order to achieve this, everyone at Bilton Infant School has the right to learn, feel valued and work in a safe, caring and respectful environment no matter what their role, age, needs or ability. Everyone is expected to behave in line with our values:

**Care, Honesty, Respect, Co-operation, Forgiveness, Resilience,**

and in doing so,

**'Be the best we can be'.**

At Bilton Infant School we do not tolerate incidents of **racism, prejudicial** or **bullying** behaviour at any time. These incidents are dealt with very seriously. See our Anti-Bullying policy for further information.

### Aims

We all have the right to be treated fairly, consistently and respectfully. We strive to be role models and to enable our school to be a calm, happy and productive learning community. We are a caring community, whose values are built on mutual respect for all. We have high expectations of behaviour and all staff will be looking for this and rewarding it around school all day, every day. Focusing on behaviour that is over and above or exceptional, creates an immediate shift in expectations. It gives children something more than the bare minimum to achieve. How we recognise those children who go over and above lie at the heart of our behaviour practice.

### Our School Rules

- **Be kind**
- **Be responsible**
- **Be ready**

These rules will live in everyday conversations between adults and children.

### 5 Pillars of Practice and Learning Behaviours that underpin our behaviour policy

1. Consistent, calm adult behaviour.
2. Focus attention on good behaviours.
3. Structured routines and high expectations.
4. Agreed structures to behavioural conversations, for consistency between adults.
5. Restorative follow-ups.

### Positive Learning Behaviours

Learning behaviour is the idea that appropriate behaviours expected in a classroom setting can be taught to develop a safe, calm and nurturing learning environment where children excel. The learning behaviours that we teach and expect at Bilton Infant School are for each child to be:

- Attentive listeners
- Active participants in the lesson
- Taking responsibility for their work
- Respecting everyone's voice – taking turns to speak and putting their hand up, waiting to be asked
- Showing respect to teachers, adults and peers
- Following instructions straight away, in order for everyone to be safe and engage in learning
- Showing their '5Ls' – good looking, good listening, lips closed, legs crossed, hands in laps.

At Bilton Infant School, we believe that one of our most important responsibilities is to equip children with the

skills, values and moral purpose to become successful citizens who can contribute positively to school, society and life in modern Britain. At the core of this is the ability to make the right choices. This policy applies to all pupils, including those with Special Educational Needs and/or Disabilities.

### Working in Partnership with Home

We strongly believe that firm links with home are essential for this policy to be effective. We expect parents and carers to support the school by:

- Supporting the implementation of the behaviour policy and accepting decisions made by the school.
- Talking to their children about the importance of making right/wrong choices in school and at home.
- Considering the use of our three school rules, when talking to your child about behaviour. E.g. 'Was that a kind thing to do?' 'I am looking for responsible behaviour when we eat in the restaurant tonight' etc.
- Explaining the impact that wrong choices can have on themselves and other members of our community.
- Engaging in working with school, to support their child's behaviour.

### Rewards and Praise

Looking for, and praising the good behaviour is key to encouraging and motivating our children so that they make right choices and build positive relationships.

The methods by which we reward and praise pupils include:

#### Class Rewards

Value Token jar class treats each week are:

- Filling it once means each child is given a sticker
- Filling it twice means the class get 5 minutes extra playtime
- Filling it three times means the class get 20 minutes Golden Time on a Friday afternoon
- *Note: Additionally, class teachers may negotiate their own class incentive/reward system for their class if they feel it is necessary to further motivate/interest them.*

#### Individual Rewards

Reward	Reward Description	How is this communicated & awarded?
<b>Praise</b>	Non-verbal praise – 'thumbs up'	Non-verbally to the child
<b>Praise</b>	Verbal Praise: 'Thank you so much for...', 'I can see that you are...', 'You have followed my instruction straight away. Thank you.'	Verbally to the child
<b>Stickers</b>	Stickers	Given to the child instantly
<b>Sharing achievement</b>	Displaying work/sharing work with the class	In front of the class
<b>Head of School sticker</b>	Taken to show the Head of School, for a sticker.	Children will receive a special Headteacher's sticker at the moment of celebration.
<b>Value Token</b>	Reward with a Value Token (6 colours of bottle top lids that represent each school value – these add up to class rewards such as extra playtime and extra golden time).	Given to the child instantly.
<b>Being spotted displaying exceptional</b>	'Exceptional behaviour' raffle tickets – staff will spot a child displaying behaviour that is above and beyond expectation. Staff will write what they saw,	12x special stickers given in assembly on a Monday.

Reward	Reward Description	How is this communicated & awarded?
<b>behaviour</b>	as a note, to go into the raffle draw in assembly each Monday. 12 notes will be drawn (2 from each class box) and a special sticker will be earned there and then.	
<b>Sharing achievement with home</b>	Parent spoken to at home time or phoned.	On the day, teacher speaks to parent.
<b>Star of the Day cushion</b>	This daily motivation will be an individual reward given by the class teacher for a pupil that has made an extra effort to demonstrate consistently excellent behaviour all day.	Star cushion to sit on the following day.
<b>'Note home'</b>	'Note home' to the parents for consistently exceptional behaviour, to truly celebrate (See Appendix 1).	A handwritten note home from the teacher.
<b>Hot chocolate with Mrs Fawbert!</b>	Each week the Head of School will have a hot chocolate tea party with 6 children – one from each class.	1 child from each class will be chosen by their teacher for showing excellent behaviour all week and being a role model.
<b>1 Learner of the Week</b>	This weekly individual reward will be awarded to one child in each class, by their class teacher when they complete a 'wow' piece of work.	Awards given in Celebration Assembly. Parents/Carers invited.
<b>2 Stars of the Week</b>	This weekly individual reward will be awarded to pupils by their class teacher when they demonstrate the school values. 2 children will be chosen from each class each week.	Awards given in Celebration Assembly. Parents/Carers invited.
<b>Bilton Brilliance Award</b>	Staff discuss and choose one child per week to be presented with this trophy in Celebration assembly. It is given to children who show exceptional behaviour at all times.	Parents/Carers of the child are invited to Celebration Assembly to see their child be awarded it. Their teacher writes a lovely reason why they have been chosen, which Mrs Fawbert reads out. The child gets to take the trophy home for one week.
<b>Golden lunch bands</b>	Midday supervisors carry 'Golden bands' and give them out to children who are showing excellent lunchtime behaviour.	Given instantly to the child to wear for the rest of the day.

### Sanctions and Consequences

Children, as adults, make choices and our aim is to ensure that the choices they make are right choices. As a result of this, they will reach an understanding that all actions have consequences. Children will be taught to self-manage/regulate their behaviour and staff will give them time and support to reflect on their behavioural choices. There will be no whole class sanctions.

These are the methods we use to remind pupils to make the right choice and the school's response when they

do not. It is vital that children are given the opportunity to modify their behaviour and make correct choices at each stage.

Stage	Action	Description
Stage 1	Non-verbal reminder	Praise children who are showing good behaviour. Non-verbal reminder (e.g., a look).
Stage 2	Verbal reminder	Child's name, stop. I am giving you a reminder because you are.... That is a wrong choice. I expect you to... and I know you can, because.... If you choose not to then you will miss 5 minutes of playtime. I know that you can make the right choice – thank you.
Stage 3	Second reminder	Child's name, stop. I have noticed that....
Stage 4	Time out in Class	That is a wrong choice. I expect you to... and I know you can, because.... If you choose not to then you will move to Time Out. I know that you can make the right choice – thank you. Try and understand the motivation for their behaviour. Appropriate to age/needs of the child. Child might be asked to move to another area in the classroom and sit for 5 minutes. Child is supported back into learning following timeout. <b>Think and Repair time</b> encourages children to take responsibility for their behaviour by thinking through the causes and consequences. This is a fresh start.
Stage 5	Relocation	TA to take child to another class for time out. Later, the child's class teacher will carry out 'Think and Repair' time with them. Be aware that planned ignoring of undesirable behaviour may be required at this stage. TA to return to collect the child, who is supported back into learning following timeout. This is a fresh start. Class teacher should inform parents at the end of the day.
Stage 6	ABCC	If a child continues to be disruptive, leaves the allocated space or acts in a way that is unacceptable, this is now a serious incident; called an ABCC. OR if a child displays a 'Serious Incident' (see list below). Staff will use their professional judgement, try a 'change of face', and make a judgement whether to refer to SLT.
Stage 7	ABCC: SLT	SLT will liaise directly with the class teacher/lead member of staff to agree the next course of action. Class teacher should inform parents at the end of the day and complete an <b>ABC reporting form</b> .
Stage 8	Behaviour Concern	If ABCC concerns are becoming regular, the school will move a child to a Behaviour Concern and they will work with the child and parents on a <b>Model Behaviour Contract</b> (Appendix 2). At this stage regular reviews will take place.

### Serious Incidents (ABCCs)

Serious incidents are categorised as 'ABCCs' at Bilton Infant School (Stage 6–8). 'ABCC' provides the process for investigating and ascertaining the events of a serious incident:

- **Antecedent(s):** what happened in the lead up to this incident? What caused the situation?
- **Behaviour(s):** what happened? Who did what? When?
- **Consequence(s):** what happened as a result of the behaviour? What was damaged? Who was hurt?
- **Communication:** what is this behaviour communicating? What support may be needed as a

consequence?

**Serious incidents, include but are not limited to:**

- Verbal and physical aggression/violence to peers and/or staff
- Damage to school property
- Repeated refusal
- Absconding
- Bullying (including online)
- Prejudicial/offensive behaviour (including racist, homophobic and/or sexist language)
- Sexualised behaviour
- Peer on Peer Abuse
- Behaviour that interrupts the learning of others

Such behaviour would not be addressed using the staged approach; but instead, move directly to **Stage 6 ABCC**.

**Further Sanctions**

The Head of School, can consult with Executive Headteacher, and consider imposing the following further sanctions in line with the federation [Exclusions Policy](#):

**Types of Sanction:**

- Suspension:
  - A suspension is when a child will be sent home due to breaches of the school behaviour policy.
  - It is for a fixed period of anything between half a day and up to 15 days at once.
  - A child can only be suspended for up to 45 days in a school year.
  - May be for parts of the day where a child is disruptive eg lunchtimes (which count as a half day).
  - 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.
  - Work will be set by school for the child for the period of suspension.
- Permanent exclusion:
  - Only in the most serious cases.
  - A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).
  - Work will be set by the school for the first 5 days of a permanent exclusion.
  - The local authority will take responsibility for the child's education from the 6th day.

**Prompts and Strategies**

**Behaviour Strategies and Language (to ensure consistency and clarity)**

- To gain pupils attention (a group or class): rhythm clapping – call and response.
- Engage attention before communication – Use the child's name before giving an instruction.
- Instructions for lining up: 'Line up facing the front, one behind the other. Thank you.'
- Allow processing time.
- Setting clear expectations for noise levels: 'Silent voice; partner voice; table voice; presentation voice. It is a silent voice activity...I need you to use a table voice. Thank you.'
- Avoid negatives and state what you want. 'Walk', rather than 'Don't run!', 'Put your hand up. Thank you.', rather than 'Don't call out!'.
- Restrict choices.
- Language used to clearly differentiate between behaviours will be 'Right choice/ Wrong choice' and 'Is that being responsible? Is that showing kindness? Are you showing that you're ready?' (Linking language to our three school rules, to ensure consistency in adult's approach).
- Praise the effect and effort not the outcome.
- Encourage the children to use the language 'Stop, I don't like it', if a peer is behaving inappropriately

towards them.

- Staff to use **'Think and Repair'** and **SAFE** to support conversations.

### Think and Repair

Effective Restorative Practices focus on an awareness of how people have been affected by conflict or an incident that has caused upset. If an incident should arise in school, those involved will be asked to take part in a 'Think and Repair' discussion (TaR). This will follow the **'Super 7' questions**:

- What happened?
- How were you feeling?
- What happened after?
- Who else was involved and what were their feelings?
- Who else was impacted on by the incident but not directly involved?
- What have you learned and what could you do differently?
- How can we repair the situation?

### Zones of Regulation

This framework is used to teach children self-regulation and self-control. It helps children to categorise the complex feelings and states they experience, improving their ability to recognise and communicate how they are feeling. There are four coloured zones categorising alertness and emotions:

- **The Blue Zone** is used to describe a low state of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.
- **The Green Zone** is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone children generally need to be in most of the time for comfort and for schoolwork and to be social.
- **The Yellow Zone** is used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states.
- **The Red Zone** is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

If a child is not in the Green Zone, they are provided with strategies to help them regulate their bodies and get back into the Green Zone. Strategies might include the use of a calm corner, quiet work station, time out of class, taking some breaths, colouring, fiddle toys or a soft toy to cuddle.

### Prevention and De-Escalation

Staff should use verbal/visual communication to calm the situation, talk calmly but firmly, give the child a choice or a way out, avoid an audience, separate the 'behaviour' from the child, and avoid escalating arguments.

### Use of Reasonable Force/Restraint

'The term **'reasonable force'** covers the broad range of actions used by most teachers in some point in their career that involve a degree of physical contact with pupils. All school staff have a legal power to use reasonable force, but only as a last resort. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder'. Any physical intervention used must be by staff trained in Team Teach approaches and in accordance with the idea of 'Reasonable Force' and used only as a last resort to maintain safety, once all other strategies have been exhausted.

### Acceptable methods of physical restraint

- **Holding or guiding the child** may be done by taking the child by the hand or placing a hand in the centre of a child's back to steer them in the preferred direction.
- In more extreme circumstances, the use of more restrictive holds may be necessary.
- **Physical intervention restrictive holds** should only be used by staff who are trained in Team Teach, unless

the safety of an individual, or others would be at significant risk should restraint not be used. This should always be for the minimum amount of time possible, which may involve moving the child safely to the school's Quiet Room.

- A **Positive Intervention Plan** will be put in place for children whose behaviour may lead to the more routine use of physical intervention.

### **Reporting and Monitoring**

All incidents of physical intervention need to be recorded in the **Physical Intervention Log Book**, which is kept in the Head of School's office. As much detail as possible should be included when recording the circumstances that led up to the use of physical intervention, as well as the type of intervention used and the members of staff involved.

### **Anti-Bullying**

We are committed to identify and deal with incidents of bullying. The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.