

Kempshott Infant School

“Learning Together, Achieving the Extraordinary!”



Behaviour Support Policy

Kempshott Infant School is a happy and caring school. Where everyone should feel valued and respected.

At Kempshott Infant School, we believe that all children ‘do well if they can’ (Dr Ross Greene, 2015) and as such we see behaviour support as a team effort. We help children learn how to behave appropriately towards each other, their teachers, their parents and other adults, and to have respect for their own and other people’s property.

We ask all adults and children to:

- Respect yourself.
- Respect others.
- Respect our school.

The benefits of good social behaviour.

It is essential for children’s education and development to be able to work collaboratively and to develop friendships. Children also require self-discipline and resilience to become effective learners.

We will support children as they:

- Develop an understanding of appropriate behaviour in different situations.
- Develop self-confidence, balanced by self-discipline.
- Learn to care for each other and for property.
- Learn to resolve conflict through the language and ethos of Philosophy for Children.
- Develop perseverance and a sense of pride in their work so that they always do their best.

We want every child to be:

- Friendly and caring, happy to share.
- Considerate and polite, showing good manners.
- Respectful and honest, developing a sense of responsibility.
- Good team-players, happy to consider the ideas of others.

Parents and Carers

We communicate clearly and work effectively with parents and carers to support children in behaving positively, both at home and at school. We share our Behaviour Policy at induction and ask parents and children to sign our Home School Agreement.

Rights and Respect

- We teach children to respect others and to understand that every individual has rights according to the United Nations Convention on the Rights of The Child.
- Children are rewarded for respecting the rights of others by taking the class RR rabbit home for the weekend. The children are asked to demonstrate that month’s right with the rabbit.

Spiritual, Moral, Social and Cultural Education

Spiritual - We aim to help the children to develop a sense of empathy, to always consider the effects of their actions and the feelings of others.

Moral - Children are expected to be kind, caring and helpful towards each other in school. In school, we promote:

- Kind hands, kind feet and kind words.
- Being honest and telling the truth.
- Good manners.
- Respect for each other.
- Resilience and a determination to always do their best.

Social – Children are encouraged to see themselves as valued members of the School Community and to understand the importance of good behaviour, both in and out of school. Children in all year groups contribute to school life through the School Council, RR Council and Eco Council. Older children are expected to support the younger ones as Playground Buddies and by looking after them around the school.

Cultural – Through the teaching of British Values, we expect the children to value diversity, respect those of other faiths, religions and viewpoints, and to honour and uphold our school values.

Across the School:

- Classes agree their rules at the beginning of the year. They are displayed and each child signs them.
- Rules are phrased positively, stating the behaviour we wish to see.
- Children are encouraged to take responsibility for their own behaviour.
- Children are expected to do as they are asked the first time.
- Children are expected to walk quietly around the school.
- At the stop sign, children must stand still, face the adult and listen.
- At the sound of a whistle on the playground, children must stand still, face the adult and listen.
- Everyone takes care of property belonging to school, others and ourselves.

We believe that these routines and behaviours apply equally to all who visit or are part of our school community.

Acknowledging and Rewarding Good Behaviour

- Verbal and non-verbal praise of good behaviour.
- Drawing attention to and praising the good behaviour of a child or group of children.
- Stickers.
- Individual smiley cards.
- Class smiley charts
- School value stickers contributing to Community points.
- Displays of good work.

- Weekly Celebration Assembly where achievements are shared and praised.
- ‘Star of the Week’ certificates.
- Celebration Certificates completed by parents and displayed in each year group.
- Sending the child to an SLT member for praise.
- Entry to the reading raffle for those who read at least five times a week.

Responses to inappropriate behaviour

Staff will:

- Allow the child time to calm down and to reflect on their behaviour. This may mean giving them space away from others.
- Talk to the child, acknowledge how they may have been feeling and empathise with those feelings. Then refer to the rule that has been broken and explain that the behaviour is unacceptable.
- Discuss acceptable behaviour and how they can make amends, saying sorry, tidying, fixing etc.
- Model the behaviour we wish to see.
- Impose an appropriate sanction.
- Always communicate and work together with parents.

Sanctions may include:

- A verbal warning.
- Being moved within the classroom.
- Name recorded in the blue book.
- Being sent to work in another class.
- Holding a staff member’s hand during playtime.
- Missing construction time.
- Being sent to the Year Group Leader, Deputy Head then Head Teacher.

Bullying and Racial Harassment

Bullying is defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, eg because of race, religion, gender or sexual orientation. (Gov.UK Bullying at School)

Bullying and racial harassment will not be tolerated in our school. Any perceived incident will be dealt with by speaking immediately to the children involved and to their parents.

Children are made aware of bullying through RHEd/PDL lessons, assemblies using MyHappyMind materials and through class discussions and circle time. They are taught to use the phrase, “Stop it, I don’t like it” and to speak immediately to a member of staff for help.

Children are then supported through the use of careful monitoring, buddying, ELSA time, and social skills groups.

Extreme Behaviour

Children exhibiting persistently extreme, unacceptable behaviour are supported through an Individual Support Plan. We will seek advice and support from outside agencies where appropriate. Our intention is always to work with the child and their parents to try to achieve an understanding of the child's needs and therefore, to help them to improve their behaviour. Exclusion is seen as a last resort and is avoided wherever possible.

When a child needs support with their behaviour we will use the collaborative proactive solutions (CPS) approach. This helps to identify the child's lagging skills, the skills they do not yet have, and work together with the child and their parents to 'problem solve'. More can be read about the CPS approach at <https://livesinthebalance.org/our-solution/> including resources.

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We believe that clear boundaries and respectful behaviour result in secure, confident children and a calm and happy environment. This, in turn, facilitates effective learning and the development of well-rounded, responsible children.

This policy complies with Section 89 of the Education and Inspections Act 2006.

**Kempshott Infant School is a place where everyone is welcome,
differences are celebrated and everyone belongs!**

Date: [September](#) 2025

Review: [September](#) 2027