

**CHRIST CHURCH  
(CHURCH OF ENGLAND)  
INFANT SCHOOL & NURSERY**

**“Working together to build a strong foundation through  
faith and learning.”**



**Behaviour policy and statement of  
behaviour principles**

Proverbs 22:6 Start children off on the way they should go: and even when they are old, they will not turn from it.

Policy: May 2022

Review: May 2024

Christ Church (Church of England) Infant School and Nursery is a nurturing and inclusive Church of England school, whose values are built on Christian belief and respect for all. We are a community in which all our members are valued, and can flourish as human beings equally created in the image of God. Our behaviour policy and principles are therefore designed to support the way in which all members of our school behave, communicate and work together. We aim to promote an environment where everyone feels happy, safe and secure promoting good relationships, applying this behaviour policy fairly and consistently.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community we adhere to the rules of being; 'Ready, Respectful, and Responsible.'

#### **At Christ Church (Church of England) Infant School & Nursery we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour

#### **The purpose of the behaviour policy is to:**

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Encourage children to recognise that they can and should make 'good' choices

#### **We believe:**

Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives. Most children are responsible for their own choice of behaviour. We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour. When children behave inappropriately we reject children's behaviour, not the children themselves. When children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

#### **Ongoing Expectations of behaviour at school**

We expect children to:

- Be helpful
- Be truthful
- Share things
- Be able to say sorry and also forgive others
- Say good things to people
- Be a friend to others
- Try hard in their work and play, and to do their best
- Tell a member of staff or parent if they are worried about something so that this can be sorted out quickly
- Tell a grown up if they feel bullied so it can be dealt with straight away
- Show respect and care for the family at home and school, their property and our environment
- Remain quiet at register time, whilst coming into school after the bell has gone, during Worship, when someone else is talking.
- Move safely and sensibly around school
- Walk quietly from the building during fire and emergency exit practice

- Play safely in the playground

### **Our Rules**

At Christ Church (Church of England) Infant School and Nursery we have adopted 3 key words as our school rules. Children must be:

- Ready - *I can do all things through Him who strengthens me. Philippians 4:13*
- Respectful - *Do to others as you would have them do to you. Matthew 7:12*
- Responsible - *For each will have to bear his own load. Galatians 6:5*

The school rules are shared with all staff, parents and children that are part of our school. They are also printed on posters displayed in every classroom, the reception area and throughout school.

### **Positive Behaviour and praise**

Positive re-enforcement of good behaviour is more effective than negative punishments. Good behaviour and positive attitudes should be discussed in P.S.H.E. lessons and in School Worship. When children are following the school rules well, they should be given specific praise (praise that identifies their good behaviour and the school rule it relates to)

Staff use the following strategies to reward and promote good behaviour:

- Stickers
- Star of the day (EYFS)
- Dojo points (KS1)
- Certificates
- Positive praise in front of class group
- Visit to another member of staff
- Marvellous Me message/badge to parents

### **All staff must:**

- Take time to welcome the children at the start of the day
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Ready, Respectful and Responsible'
- Praise in public (PIP), Remind in private (RIP)
- Be consistent in their use of language – see stepped boundaries

### **The Executive Head Teacher, Head of School and Assistant Head Teacher must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage the use of positive praise, stickers and Marvellous Me messages home
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their class well and develop positive relationships with all children
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion.

## 7. CONSEQUENCES: What to do when behaviour is unacceptable

Consequences should be fair and consistently applied.

If children do not adhere to our three key rules- Ready, Respectful and Responsible, there is a hierarchy of consequences. In the Classroom these are supported using a weather themed display. All children begin the session on the sunshine. There are four sessions in a day: 9.00 – 10.30am, 10.45 – 12.00pm, 1.00 - 2.00pm and 2.00pm – 3.05pm. Children will return to the sunshine at the start of each session to give them a ‘fresh start’. Breaking the rules will be dealt with as follows:



The child will be moved up to the rainbow in recognition of exemplary behaviour or work.



Children demonstrating consistent positive behaviour, showing they are Ready, Respectful and Responsible will remain on the sunshine.



Initially children will be given a reminder then a verbal warning will be given. If the poor behaviour persists, the child will move their name to the cloud and receive time out within their own classroom.



If the child continues to demonstrate poor behaviour, they will move their name to the thunder cloud and will receive time out away from the group in a different classroom.

Each class will have a behaviour record in their classroom. Each time a child reaches the thunder cloud this will be recorded in the form of a tally chart next to their name and the incident noted in the class behaviour log. Every week, class teachers will check the chart and:

- If a child has received two ticks for inappropriate behaviour in any one week, then the class teacher will speak with the child to discuss their behaviour and reinforce the school rules and values.
- If a child has received three ticks for inappropriate behaviour in any one week, a member of the school’s senior leadership Team (SLT) will speak with the child and the parents will be informed and asked to discuss their behaviour with them.
- If a child has received four ticks for inappropriate behaviour in any one week, the Head of School or Executive Head Teacher will speak with the child and the parents to offer support and discuss a way forward.

Any intervention by the Senior Leadership Team will be documented in the School’s central behaviour log held in the EH/HOS’s office. Improvements in behaviour will be praised accordingly, by the class teacher and members of the Senior Leadership Team.

**At Playtime Staff on duty support this procedure in the following way:**

1. Reminder
2. Verbal warning
3. 5 minutes time out to allow the child to calm down and reflect on their behaviour
4. Report to class teacher

**At lunchtime, Lunch time Supervisors support this procedure in the following way:**

1. Reminder
2. Verbal warning
3. 5 minutes time out with allocated Lunchtime Support Assistant
4. Report to class teacher
5. Reported to Senior Leadership Team

The Executive Head Teacher/Head of School follows up incidents linked to the school policy. Children are sent straight to the Executive Head Teacher/Head of School for wilful damage to property or physical abuse of other children which are considered to be a health and safety issue. Consideration is given to confidentiality and the rights of the child.

**If an incident is considered to be severe the Head of School will escalate the matter to the Executive Head Teacher who has the discretion to accelerate directly to the Formal Procedure. In such an event the parents of all parties involved will be contacted at the earliest opportunity and fully informed of the incident.**

**Formal Procedure**

- Written advice to parents explaining the nature of the concerns and the consequences which may include exclusion from school for up to 5 days.
- Long term exclusion up to a maximum of 45 days (having followed LA procedures). N.B. This only to be used for major breaches of discipline. All parents have rights to a formal appeals procedure.
- In the event of continuing or extreme misbehaviour permanent exclusion may be deemed necessary.

**Scripted Response** – Gentle Approach, use child’s name, child level, eye contact, deliver message

1. Reminder	I noticed you chose to... (noticed behaviour) This is a REMINDER that we need to be (rule) You now have the chance to make a better choice Thank you for listening. <b>Example ‘I notice that you’re running in the classroom. You are breaking our school rule of being responsible. Please walk. Thank you for listening.’</b>
2. Warning	I noticed you chose to... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at a different table/ work in the other classroom) Do you remember when... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. <b>Example ‘I have noticed that you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</b>

3. Time Out	I noticed you chose to... (noticed behaviour) You need to... (go to... classroom, move onto the carpet, go and stand by the wall etc) I will speak to you in two minutes. <b>Example 'I have noticed you chose to use unkind words. You are breaking the school rule of being respectful. You have now chosen to go and sit on the carpet. I will come and speak to you in two minutes. Thank you for listening.'</b>
4. Follow up conversation	What happened? Neutral, dispassionate language. What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can you do things differently?

### Parental Support

Parents are expected to:

- Support their child in adhering to the school rules
- Support the school's philosophy that it is right to tell an adult if they are hurt or bothered by someone and not to fight back
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or a Senior Leader promptly
- Support any behavioural contracts that are drawn up for individual children

### Off-site behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Sanctions may therefore be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or in church.

### Physical restraint

In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### Bullying

Although such incidents are uncommon in school, children and their parents are encouraged to report any incidents to the class teacher/Senior Leadership Team. The Senior Leadership Team co-ordinates any problems and deals with these as necessary by informing parents, recording outcomes and noting the

incidents. Staff are vigilant with regard to behaviour amongst children promoting positive and co-operative attitudes.

Children are shown how to minimise incidents of bullying and how to report these through discussions in class, worship times and the Personal, Social, Health and Economic (PSHE) curriculum. There is also separate information on the anti-bullying policy and guidelines available in school.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Senior Leadership Team and governing board annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Senior Leadership Team and governing board every year.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Anti-Bullying Policy
- Safeguarding and Child Protection policy

### **Approval by the Governing Board**

This policy was adopted and approved by the Governing Board of Christ Church (Church of England) Infant School and Nursery: May 2022

## **Appendix 1: written statement of behaviour principles**

**Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**

**All pupils, staff and visitors are free from any form of discrimination**

**Staff and volunteers set an excellent example to pupils at all times**

**Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**

**The behaviour policy is understood by pupils, parents and staff**

**The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions**

**Pupils are helped to take responsibility for their actions**

**Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board on an annual basis.