



**All Saints C of E Infant and Nursery
School**

**Selston C of E Infant and Nursery
School**

Behaviour Policy

September 2023

*“Opening hearts and minds through
the grace and love of God”*

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL

SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Infant and Nursery School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

At All Saints and Selston, we seek to create a Christian ethos that encourages and reinforces good behaviour. We believe in the intrinsic worth of every person and want all those connected with our school to know that they are children of God. As such, they should aspire to be the best that they can be in all aspects of development. We also acknowledge the importance of preparing our pupils for life in a society that expects good behaviour as an important outcome of the educational process.

Aims

We aim:

- to create a Christian ethos that encourages and reinforces good behaviour;
- to define acceptable standards of behaviour;
- to ensure appropriate responses to both positive and negative behaviour, with an emphasis on forgiveness;
- to promote self-esteem, self-discipline and positive relationships;
- to ensure that the schools' expectations and strategies are widely known and understood;
- to encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

In seeking to define acceptable standards of behaviour, we acknowledge that these are goals to be worked towards rather than expectations which are either fulfilled or not. School has a central role in the children's spiritual, social and moral development just as it does in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to make good choices, understand the impact their behaviour has on others and to take responsibility for it.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of care for one another, forgiveness, dignity, respect and responsibility. It follows that acceptable standards of behaviour are those which reflect these Christian principles.

School Ethos

All adults in our schools have a responsibility to model Christian values through high standards of behaviour, both in their dealings with the children and with each other. Their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;

- emphasise the importance of being valued as an individual within the group and by God;
- promote, through example, honesty and courtesy, dignity and respect;
- provide a caring and effective learning environment;
- encourage positive relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child and closely followed by positive reinforcement or explicit forgiveness where appropriate.

The PSHE Curriculum

PSHE is taught in an age-appropriate way, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. Teaching focuses on:

- **different types of relationships**, including friendships, family relationships, dealing with strangers;
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online**.

We aim to support our pupils to:

- learn to manage emotions and relationships confidently and sensitively;
- develop self-respect and empathy for others;
- learn to make choices based on understanding of differences and with the absence of prejudice;
- provide opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Pupils in Key Stage 1 follow the 'Talking Points' scheme of work, with weekly sessions focussing on specific objectives. In the Early Years Foundation Stage, the framework for Personal, Social and Emotional Development is used and PSED is given a high status as a prime area of learning. The scheme 'HeartSmart' supports all pupils to explore relationships and difference within a Christian context.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Social stories and steps to success are positive ways to model expectations of behaviour. These are used as required by all staff.

Rewards

Rewards can help to reinforce good behaviour and build self-esteem. They have a motivational role, helping children to see that good behaviour is valued and makes a positive difference to others. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Consequences

Although rewards are central to the encouragement of good behaviour, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect others. In an environment where kindness and respect are central, disapproval must be followed by forgiveness. We believe that justice and forgiveness are inextricably linked.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required (directly linked to the needs of the child).
- Group consequences should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- Kindness should be evident at all times.

Consequences range from expressions of disapproval, through withdrawal of privileges, to referral to senior leaders, letters to parents/carers and as a last resort, suspension or fixed-term exclusion (following DfE guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole-school procedures should take place to eliminate these as contributory factors. Behaviour Inclusion Plans may be used. Additional specialist help and advice from the Educational Psychologist or the School Behaviour and Attendance Partnership (SBAP) may be necessary. This possibility should be discussed with the Headteacher.

Avoiding Confrontation

Do	Don't
Intervene- non verbally early	Shout
Get close and talk quietly	Appear angry
Appear calm and confident	Ask open questions (why.... or are you)
Avoid an audience	Make promises you cannot fulfil
Restate expectations	Make personal comments
Offer choices	Back the pupil into a corner (literally or metaphorically)
Get someone else to take over if you think it's personal or more than you can manage	

Help to de-escalate conflict

Do	Don't
Sit down	Take angry comments personally
Break eye contact	Invade personal space
Divert focus (humour not sarcasm) by suggesting a different activity	Insist on getting your own way
Encourage talk and be prepared to listen	
Use scripted language – 'I need you to...'	

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to senior leaders so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Our schools will communicate policy and expectations to parents/carers. Where behaviour is causing concern, parents/carers will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents/carers. Where appropriate, a Behaviour Inclusion Plan will be drawn up to ensure consistency of approach. The objective of this is to achieve a change of behaviour emphasising the positive by setting appropriate targets, rewards and a system of recording progress over a fixed period. Recording incidents that cause concern may help in this process. The CPOMS platform is used for this purpose. All information should be communicated to both the child and the parent/carer.

Date of policy: September 2023

Appendix 1

At All Saints and Selston, our approach to managing the behaviour of children is a positive one. We believe that children should be treated with dignity and respect in a supportive and ordered environment that encourages good behaviour.

Research indicates that children like teachers who:

- are empathetic;
- they can trust;
- have a sense of humour;
- encourage and promote interesting discussions and set worthwhile tasks;
- teach well at all times;
- give children praise when it is deserved;
- show they like and understand children;
- are warm, enthusiastic and show they enjoy their job;
- are consistent and fair;
- treat children with respect
- create a sense of 'freedom' in class;
- listen to their children's views and act accordingly;
- vary their teaching styles and in interesting ways;
- can laugh at themselves.

Therefore, we aim to:

- be positive role models for the children; for them to be respectful to others they must be treated with respect;
- use both verbal and non-verbal praise as a matter of course (for more challenging children, we offer praise every five minutes);
- create a caring, relaxed, supportive and fair environment where each child feels accepted and that they belong;
- recognise every child's strengths and believe that every child has the ability to learn (especially children with SEN and disabilities);
- acknowledge, reinforce and share all successes with the class;
- involve the children in making decisions regarding rules and activities within the classroom, helping them to 'own' their own rules;
- take time to speak to each child individually to find out about their interests, talents, goals, likes and dislikes;
- discuss classroom rules and consequences so that all children understand clearly what is expected of them;
- never embarrass or ridicule the children;
- interact with the children during playtime (e.g. joining in a game of football or hopscotch) or by just having a chat. Children naturally enjoy this kind of interaction and it helps to give them confidence. We are also showing that we have a legitimate 'care' for their needs.

Our behaviour theory:

- A child will repeat a behaviour if it is being rewarded.
- A child will be less likely to repeat a behaviour if sanctions are issued.

- If there is no consistency with rewards and sanctions then it is likely the child will continue to display the unwanted behaviour.
- The more attention the teacher gives to a child's behaviour the more likely it is that that behaviour will be repeated.

Well-managed classrooms:

We know that well-managed classrooms enable children to learn well and reduce the likelihood of disruptive behaviour.

Therefore, we:

- begin the year with a set of rules and routines which are understood by all children;
- have agreed rewards and positive reinforcements;
- have set sanctions for misbehaviour;
- have a selection of options for dealing with disciplinary problems;
- make use of their physical space;
- have well-planned lessons;
- encourage respect and develop positive relationships.

Classroom rules:

We have an agreed set of classroom rules that are shared with the children on a regular basis:

- We always listen when an adult is talking.
- We always do what an adult asks us to do straight away.
- We always speak respectfully to adults.

In addition to this, we establish classroom routines so that children know how their day will run and what is expected of them. This is particularly important for transition points during the day.

We:

- display the class routines and go over them with the children on a regular basis;
- check children's understanding of the routines;
- explain the rationale behind the routine;
- model the routine or procedure for the children (social stories are used);
- are consistent and take time to re-inforce the routines properly at the beginning of each year.

Rewards:

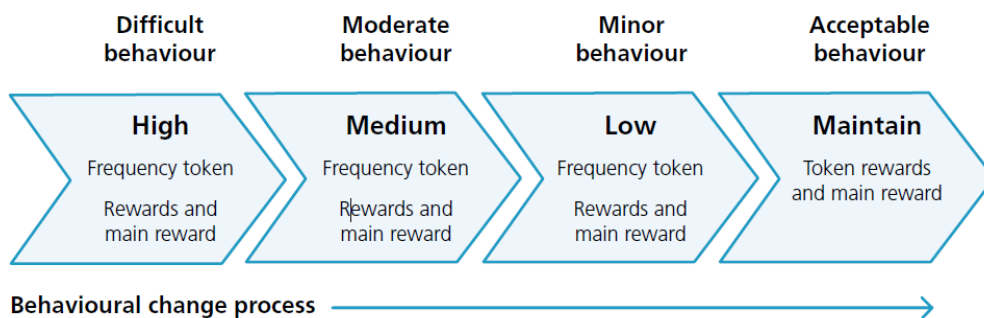
To encourage good behaviour, we use a wide range of rewards. The type of rewards to be used are agreed by each team and shared with the children.

For rewards to be effective they should be:

Immediate	Immediately reward behaviour you wish to increase.
Consistent	Consistently reward to help maintain the desired behaviour.
Achievable	Ensure that the rewards are achievable to help maintain attention and motivation.
Fair	Make sure all children are fairly rewarded during the school day.

Frequency and level of rewards:

The frequency and level of rewards given to children depends on the level of behaviour. If a child is displaying frequent and quite difficult to manage behaviour, then the frequency and level of reward we give will be high.



The conduct of staff:

As staff, we know that we have a duty to be positive role models for children. Therefore, we try to display the highest levels of professional conduct at all times.

We:

- use scripted language ('I need you to.....Thank you.');
- use as few words as possible;
- try to remain calm;
- do not shout or raise our voices unnecessarily (it is a good rule never to shout at all except in an emergency (e.g. fire); we never shout or call out remarks or 'names' of an abusive nature);
- never victimise or hit a child for any reason; we keep calm even in the most difficult of situations;
- do not attribute bad behaviour to unrealistic isomorphisms (e.g. 'You are just like your older brother Adam, and he could never behave either', 'I'm not surprised at your behaviour considering where you live and the state of your family', 'You're going to get into the same trouble as your sister, Sian');
- do not ridicule or dispose of children's work in front of them or their classmates, however poor it may be; we suggest that they start again and give them time to do so;
- do not argue with their parents/carers and hold difficult conversations with parents/carers away from the child or other people;

- do not talk to another member of staff about a child in front of them or their classmates.

The use of sanctions:

At times, children's behaviour will be less than satisfactory. We aim to manage these situations as positively as possible and will use preventative strategies such as re-direction (distraction) or the offering of choices to try to de-escalate. We use the language of 'good and bad choices'.

We acknowledge that we have a legal right if a child misbehaves to impose sanctions which are reasonable and proportional to the circumstances of the case. We will monitor the use of sanctions by age, ethnicity, gender, SEN and disability.

Sanctions will be implemented if a child is engaging in any of the following:

- breaking school/class rules;
- affecting the education and well-being of other children;
- preventing the teacher from teaching;
- failing to follow instructions;
- a serious incident (e.g. hitting (with hands and with any resource used as a weapon, such as a stick); kicking; spitting; swearing; biting; bullying; stealing; damage to school property; leaving the classroom, school building, or school grounds without permission; refusing a member of staff after three requests).

The types of sanctions issued will be reasonable and proportional to the circumstances of the case. If they are too severe, delayed or inconsistent they will probably fail to work. For example, if a child breaks one of the classroom rules, s/he will receive a warning. This could be a look by the teacher or a brief verbal warning ('That's a warning'). If s/he breaks it again this will be recorded in a way agreed by the team (name in a pot/on the board etc.). A sanction will then be imposed and will always be followed through.

Sanctions will be agreed by the team, but could include:

- one to one reprimand;
- loss of minutes at playtime/lunchtime;
- loss of minutes of child-initiated learning;
- removal from classroom;
- loss of after school clubs;
- loss of school discos;
- parent/carer involvement;
- suspension;
- permanent exclusion.

In line with DfE guidance, **suspensions and permanent exclusions** will be considered if any of the following behaviours occur:

- physical assault against a pupil;
- physical assault against an adult;
- verbal abuse or threatening behaviour against a pupil;
- verbal abuse or threatening behaviour against an adult;

- use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy;
- bullying;
- racist abuse;
- abuse against sexual orientation or gender reassignment;
- abuse relating to disability.

Suspensions and permanent exclusions are always used as a last resort, once the graduated approach has been fully implemented.

Using reasonable force:

All school staff members in charge of children have a legal power to use reasonable force to prevent children committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline among children.

We place the focus on preventing, as far as possible, the need for the use of force on children, by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. The use of force should only be a last resort; we always try to minimise the possibility of force being needed. However, this may not always be possible and in such circumstances staff must be aware of sensitivities associated with any form of physical contact with children.

Reasonable force might be used if:

- a child is at risk of injuring him/herself;
- a child attacks a member of staff or another child;
- children are fighting, causing risk of injury to themselves or others;
- a child is committing, or on the verge of committing, deliberate damage to property;
- a child is causing, or at risk of causing, injury or damage through accident, rough play or misuse of dangerous materials or objects;
- a child absconds from a class or tries to leave school other than at an authorised time (refusal of a child to remain in a particular place is not enough on its own to justify use of force; it would be justifiable where allowing a child to leave would entail serious risks to the child's safety (taking into account age and understanding), to the safety of other children or staff, or of damage to property – leading to behaviour that prejudices good order and discipline, such as disrupting other classes);
- a child persistently refuses to follow an instruction to leave a classroom;
- a child is behaving in a way that seriously disrupts a lesson;
- a child is behaving in a way that seriously disrupts a school sporting event or school visit.

In such a case, the following procedure will be used:

1. The child will be asked to leave the room with two adults.
2. If the child refuses to come, a warning will be given that staff will take him/her out the room.
3. Two adults will escort the child, one either side, to a safe space where s/he will be given time to calm. One adult will remain with the child unless the situation is highly unsafe, in which case both will stay.

4. No attention will be given at this stage. Once there are 30 seconds of calmer behaviour, adult attention will be given.
5. When appropriate, the child and adult will discuss the incident and the child will be asked to apologise to the relevant person if necessary. Appropriate sanctions and consequences will be considered once the incident has been fully reviewed by senior staff.

In order to manage this type of incident effectively, key staff will have CRB (Coping with Risky Behaviours) training.