



## St Chad's CofE Nursery and Infant School

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# Golden Behaviour Policy

**School Leader:** K Leach

**Link Governor:** M Gladwell

**Policy Approved**      **Signed: P Geary**      **Date: 11.07.18**

Policy Reviewed      Signed: M Gladwell      Date: 17.06.20

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*'When little people are overwhelmed by big emotions, it's our job to share our calm, not to join in their chaos.'*

(L.R Knost)

*'Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.'*

(Education Observed D.E.S)

## **Statement of intent**

St Chad's CofE Nursery and Infant school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting a culture of praise and encouragement in which all children can achieve.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Creating a safe environment where all members feel they belong because they are valued and accepted through clear routines and consistent responses.
- Ensuring equality and fair treatment for all.
- Ensuring that behaviour does not inhibit learning or impede potential.
- Encouraging all to understand and reflect on the consequences of their actions and behaviour.
- Developing a positive self-image in all, alongside an understanding of their rights and responsibilities in respect of themselves, the school environment and the wider community.
- Providing planned and thoughtful opportunities in the curriculum where children can examine social and moral issues and explore value systems.
- Providing a consistent approach in rewarding good behaviour and in responding to unacceptable behaviour.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'



This policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Child Friendly Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Positive Handling Policy
- Complaints Procedures Policy

## Vision and Values

**LOVE** God **LOVE** Neighbour **LOVE** Self *(Matthew 22:36)*

As a Church of England school, our school vision takes inspiration from and is deeply rooted in the Greatest Commandment:

*“Love God with all your heart and with all your soul and with all your mind and love your neighbour as yourself”.*

Our school's core values of **love, friendship, compassion and respect** sit at the heart of our school community and underpin every aspect of school life, including our whole school policy for promoting positive behaviour.

**Love:** “Do everything with love”. *(Corinthians 16:14)*

**Friendship:** “Encourage one another and build each other up”. *(Thessalonians 5:11)*

**Compassion:** “Be kind to one another”. *(Ephesians 4:32)*

**Respect:** “Treat others as you want to be treated”. *(Luke 6:31)*

At St Chad's, we consider the role that we play in our children's education is an immense privilege. During their time in our school, our children will lay many important foundations and achieve many significant milestones that will help carve their future towards becoming happy, well-rounded and successful lifelong learners.

We want every child in our care to:

- know that they are loved, special and valued;
- experience life in its fullness and achieve their fullest potential;
- have a high self-regard and positive mental health;
- make excellent educational progress, regardless of their background or starting points;
- show compassion and respect towards themselves, each other and their world.
- be equipped with the necessary skills and character to overcome challenges that they may encounter in life;
- flourish with their unique God-given talents in all that they choose to do.



At St Chad's, we believe that discipline comes from a whole school effort with the whole school team working as one. Every child has the right to learn and every teacher has the right to teach. Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem - not an individual teacher's problem.

We seek to be positive role models to our children, guiding and teaching them through our 'LOVE Promise'. We:

Look after our school and each other  
Only ever do our best  
Value everyone and remember our manners  
Enjoy our learning!

It is expected that everyone in school – children, staff, governors and parents – will work together to maintain a calming and caring ethos throughout the school. We strive to create a positive, happy and safe environment which nurtures the development of children's self-esteem and their ability to co-operate with others. Emphasis is placed on achievement and well-merited praise, to enable each child to develop his or her God-given talents to the full.

### **Roles and responsibilities**

The governing board has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head of School is responsible for:

- Establishing the standard of behaviour expected by children at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Collaborating with the SENCO, Head of School and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.



- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of children with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies.
- Referring children with SEMH-related behavioural difficulties to external services to receive additional support where required.
- Overseeing the outcomes of interventions on children's' behaviour, education and overall wellbeing.
- Liaising with parents of children with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education to ensure that children and their parents have a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENCO is responsible for:

- Collaborating with the governing board, Head of School and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND.
- Supporting subject teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their children with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the children in their class.
- Being aware of the needs, outcomes sought, and support provided to any children with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behavior (Head of School, SENCO)

Children are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

### **Consistent Classroom Management**



Teachers will reinforce positive behaviour for learning through good relationships and clear expectations linked to the school's vision and values. All classroom teachers are responsible for the behaviour in their classroom and it is their duty to make St Chad's a happy and safe place to learn. As teaching staff, it is always useful to keep in mind these thoughts:

*"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."*

(Haim G. Ginott)

Positive expectations, praise and reward are the key to successful classroom management. Children need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

## Rewards and Sanctions

It is very important that praise and reward should have greater emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

We promote the Butterfly Approach of behaviour management: children learn by seeing other children being rewarded for appropriate behaviour. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

## Whole School Reward System: 'Class Dojo'

We have adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners with the implementation of 'Class Dojo'. Class Dojo is an online resource that allows children to be rewarded regularly for demonstrating positive behaviour. Every child is assigned their own personalised avatar, thus allowing them to take ownership of their behaviour

The weight of the points awarded is consistent throughout Early Years and Key Stage 1 but the language has been differentiated to take into account the age of our children. Class dojo points are grouped into 3 tiers:

- general positive behaviours and habits e.g. correct uniform; good sitting (1 point);
- behavior linked to the school's LOVE Promise e.g. being a good friend, tidying up (2 points);
- 'higher level' learning behaviours e.g. asking a good question; using a new word (3 points)

Children earn 4 dojos for an entrance into the Golden Book.

### 1. Breakdown of points:

Smart uniform (1)	School dinner (1)	Correct PE Kit (1)	Remembering Book Bag (1)	Good sitting (1)	Walking sensibly (1)
Being calm (1)	Good looking (1)	Good listening (1)	Being a good friend (2)	Keeping the school tidy (2)	Showing a kind heart (2)
Showing kind hands (2)	Good manners (2)	Sharing (2)	Being a good story teller (3)	Enjoying learning (3)	Making good choices (3)



Reading at home (3)	Home Learning (3)	Trying your best (3)	Making a good sentence (3)	Asking a good question (3)	Not giving up (3)
Giving a good answer (3)	Home Learning (3)	Joining in (3)	Using a new word (3)	Golden Book (4)	

When awarding a 'dojo', the member of staff should reinforce the good behaviour e.g. 'You can have a 'dojo' for holding the door open and showing good manners. **Once awarded, a dojo can never be deducted.** The Class Dojo page should be open and readily available on the Interactive Whiteboard during every lesson. During lunchtimes, it is the responsibility of the midday staff to set-up Class Dojo in the school hall.

## 2. Certificates and Badges

The reward system for Dojo Certificates is graded as follows:-

- 200  Head of School commendation: Bronze award (presented during Collective Worship)
- 400  Head of School commendation: Silver award (presented during Collective Worship)
- 600  Head of School commendation: Gold award (presented during Collective Worship)
- 800  Head of School commendation: Platinum award (presented during Collective Worship)

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

## Golden Book and Kings and Queens

We have a 'Golden Book' dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude. Children can visit the Head of School's office on a daily basis. Every Friday, there is a Celebration Collective Worship (Golden Disco) in which nominations in the Golden Book are shared, rewarded and celebrated. At the end of every half-term, there is a Kings and Queen ceremony. Staff are asked to nominate a girl and boy from every class. Parents are personally invited to attend and witness the presentation of certificates and 'carnation' of the children. Photographs of the children are displayed in the school hall for the full duration of the half-term.

## Lunchtime LOVE Table

In order to encourage and reward tidy eating and good table manners over lunchtime, we have a daily LOVE table in our dinner hall. Lunchtime Monitors, under the supervision of the lunchtime HLTA, will nominate a child from each class to sit at the LOVE table. Lunchtime Monitors will be responsible for issuing certificates to all nominated children. Every Friday, a member of the Senior Leadership team will sit on the LOVE Table.

## Collective Worship and Head of School LOVE Awards

In school, we have a daily act of Collective Worship. Collective Worship (also known as assembly) is an invitational moment of our school day in which our school community can come together as one. As an inclusive school, we ensure that all children can participate during this period of peace and reflection. Our school's vision of 'LOVE God LOVE Neighbour LOVE Self' sits at the heart of our Collective Worship. We endeavor to give our children many opportunities to demonstrate our school's core values of love, friendship, compassion and respect, and affirm their commitment by celebrating their successes in our Collective Worship.

Collective Worship are organised into 4 key parts: hello time; story time; reflection time; prayer time. Every Collective Worship begins with the following script:

- "We light our lantern to show God that we are calm, still and quiet".



- “We lay our class hearts to remind us that we come together as a family”.
- “We lay our school heart to help us to think about our LOVE Promise and values”.
- “We lay our cross to remind us that Christians believe in God, Jesus and the Bible”.
- We lay our stone to remind us that our beliefs are valued.
- We lay our mirror to help us to reflect on our feelings and ideas”.

These items are replicated in every classroom on a LOVE tray and are used in weekly class Collective Worship.

Across an academic year, children will explore six core Christian values in Collective Worship. These core values are displayed in school and are reinforced through the use of Class Dojo (each value is added to the Class Dojo system half-terminally). At the end of every half term, LOVE awards are presented by the Head of School to children who have demonstrated these values in school.

Cycle 1	Cycle 2
Generosity	Thankfulness
Compassion	Trust
Courage	Perseverance
Friendship	Justice
Respect	Service
Forgiveness	Truthfulness

We endeavour to make our worships creative and memorable. They can involve music, stories, stillness, meditation, drama, prayer, poetry and reflection. We have adopted a number of whole school mindfulness approaches to support our young children in becoming **calm, still and quiet**. These key words are displayed and reinforced in our school hall, in corridors and in every classroom as a daily reminder to all children. Calming music is played in our school foyer to support transition around the school building. Music is used in classrooms during ‘busy and loud atmospheric’ times of the day, for example registration and after lunch to help settle and calm children down.

### Golden Behaviour Display

At St Chad's, we work towards creating a calming, stimulating and nurturing environment in which our children can learn effectively. We consider our school's learning environment and displays to be of vital importance. Displays communicate our school vision to a range of stakeholders including our children, parents, staff, governors and visitors.

Our school hall has a dedicated a Golden Behaviour display board and a Class Dojo display board. Every classroom must have a dedicated Golden Behaviour board. Where possible, this should be located towards the interactive whiteboard. The Golden Display board should feature a title in a golden frame, a golden bow and the school's LOVE Promise and values should be clearly displayed in the middle and the accompanying Christian values around the outside. The Golden Behaviour Cards should be easily accessible and located near to the central behaviour board.





## Sanctions

In the use of sanctions, children learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, senior leaders, the SENCO or outside agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the action and never the child i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

### Note:

- *If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA.*
- *If physical intervention of any kind is required then a 'Major Incident/Physical Intervention Form' record should be completed as soon as possible.*
- *Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form.*

## Sanction Procedures

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Staff should follow the 'Golden Behaviour' steps when deciding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion. However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

Use normal strategies:

Polite but firm requests, warnings (no more than three), consider repositioning or separating as a classroom / behaviour management strategy etc.

### Step 1 (1 behaviour point)

Behaviour observed may include: not listening, messing about, not following instructions, wasting time or using hurtful comments.

If unacceptable behaviour occurs:



- 1st verbal warning is to be given.
- This should take the form of a polite but firm request and staff should consider repositioning / separating as a strategy

If unacceptable behaviour continues:

- 2nd verbal warning is given and a **yellow card** is put into child's behaviour pocket.
- Explain to the child, 'This is your second verbal warning, go and put a yellow card against your name. If this unacceptable behaviour continues you will be given a red card and go to time out.'
- If unacceptable behaviour continues:
- 3rd verbal warning is given and the yellow card is replaced with a **red card** and action is taken.
- 'Time Out A'. Child has time out in their classroom for 10-15 minutes: the child should sit alone.

### Step 2 (2 behaviour points)

Behaviour observed may include: spitting, hitting, kicking, punching, fighting, careless damage to school property, making a racist comment, using offensive language, refusing to co-operate, rudeness to adults, or a continuation of unacceptable behaviour after 'Time Out A' has been implemented.

- 'Time Out B' should be implemented.
- The child should be escorted by their teacher or teaching assistant to the agreed partner class or 'Lunch Time Learning Zone' for time out. This is for up to 1 hour or if at lunch time the remainder of the lunch hour.
- The class teacher should inform the parents and arrange for a letter to be sent to parents detailing the incident and sanctions. The office staff will generate the letter; the teacher must inform them of the contents in line with policy sanctions. All letters must be signed by a member of the Senior Leadership Team. The Head of School must be notified of any letters being sent.

### Step 3 (3 behaviour points)

Behaviour observed may include: deliberate injury to others, bullying, stealing, destroying property, making repeated racist comments, or a continuation of unacceptable behaviour after 'Time Out B' has been implemented.

- 'Time Out C' should be implemented.
- The child should be escorted by their teacher or teaching assistant to the Foundation Stage Leaders or Head of School's class/office or the 'Lunch Time Learning Zone' if the incident happens during lunch time. This is for up to 2 days and should commence immediately.
- The Head of School or Foundation Stage Leader will contact the child's parents and arrange for a letter to be sent to parents detailing the incident and sanctions.
- The Senior Leaders should keep an overview of 'Time Out C' seclusions and liaise with the SENCO / SENCO Assistant about concerns and patterns in behaviour.

### Step 4

A child will be moved to Step 4 if they have 25 behaviour points in a term.

- The child will be put on a Behaviour Report for 2 weeks. They will meet with the relevant Senior Leader (Head of School for Key Stage 1, Foundation Stage Leader for Foundation Stage) at the end of every week to review their behaviour. At the end of the 2 week period the Senior Leader and class teacher will decide if the report period needs extending.
- By Step 4 a child will have a documented history of their behaviour to date. They will have been secluded in school previously and may already have a 'Behaviour Plan' in place.
- If the child's behaviour does not improve the relevant Senior Leader (FS or KS1) will write to parents and inform them that their child is at Step 4 and is vulnerable to exclusion. They will arrange to meet them and review or write a 'Behaviour Plan' with the class teacher.



- The SENCO and Senior Leader will decide if the child needs to be referred to the Behaviour Panel at the Local Authority and if not already done so will be placed on the SEN register at 'SEN School Support' for Social Emotional and Mental Health (SEMH), school health will be informed that concerns have risen. The SENCO and School Health to decide if a referral to the School Health Service is to be made.
- If the child's behaviour does not improve they may be excluded from school. If a child is excluded from school more than once they will be referred to an outside agency for support (Educational Psychologist, Behaviour Consultant, Community Paediatrician).

### Step 5

If a child's behaviour is consistently causing concern and they have been excluded on more than 3 occasions the school will consider permanent exclusion.

### Exceptional Circumstances 1

One off serious incidents

In exceptional circumstances exclusion or permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

### Exceptional Circumstances 2

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for an Education, Health and Social Care Plan (EHCP) and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

Behaviour Plans (Targets) and Behaviour Meetings with Parents / Carers should provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behavior. Daily feedback on progress should be given and targets reviewed fortnightly by the class teacher and Key Stage Leader either:

- To make targets more difficult as behaviour improves,
- To set new areas to tackle or
- To remove completely from report

### De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member



- Providing adequate personal space and not blocking a child's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

### **Movement in and around School**

All movement in and around school should be purposeful. Children are encouraged and rewarded for being *calm, still and quiet*. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses. For example, if observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as: 'There you are, you can walk sensibly. Well done!' etc. If observed running with a total disregard for other people or displayed work then sanctions should be brought to play.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'dojo'.

### **Rules**

School rules are kept to an essential minimum and are reinforced through our school's LOVE Promise. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child/family repays a reasonable proportion of the cost. Any action however, will be with understanding and in keeping with that of a responsible parent.

### **Positive mental health and wellbeing**

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and children are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues. The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop children's knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for children's health and wellbeing



Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these children for any SEMH difficulties that could affect their behaviour.

### **We have specific rules being enforced on the grounds of health, welfare and safety**

#### **A. Food and drink**

Children in FS/KS1 will obtain fruit through the National Fruit Scheme. Other than fruit, packed lunches, and food for special class treats and celebrations, no food of any kind should be brought into school (unless on medical grounds) including sweets and drinks. Packed lunches need to be healthy and should not contain fizzy drinks, sweets and large chocolate bars.

Reasons:

Sweets present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health, (an issue that affects some children at St Chad's). Drinks were frequently spilled, spoiling other packed lunches and presenting an unacceptable risk of food contamination. Children have regular access to water and in classrooms. A choice of quality juice, milk or water is available during lunch.

#### **B. Jewellery**

Watches, stud earrings and items of religious significance are the only items of jewellery which may be worn at school and these must be removed during P.E. Teachers are not to assist children with the removal of jewellery. If children cannot remove jewellery themselves it should be taken out at home on the days the child does PE. Any articles removed in school should be stored safely by the teacher for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

#### **C. PE Kit**

Appropriate clothing must be worn for all PE activities.

#### **Indoor PE lessons**

Bare feet (other than indoor games), plain blue/black shorts/leggings, plain white short/long sleeved t-shirt. No jewellery to be worn.

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should always wear a PE kit to keep their school uniform clean. Ensure all children change into their PE kit.

#### **Outdoor PE lessons**

Plimsoles or trainers, plain blue/black shorts/leggings, plain white short/long sleeved t-shirt, (plain tracksuit/jogging bottoms in cold weather conditions).

No jewellery to be worn.

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.



### **D. School Clothing**

School uniform (with a school logo) may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only black, flat-heeled shoes should be worn and no open toed sandals.

Reasons: The majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. Open toed sandals, high heel shoes and heeled boots are unsafe for the school environment.

### **E. Personal Property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

### **F. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Head of School. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Head of School in writing. Such requests will be considered on an individual basis. If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones present an unacceptable disturbance to lessons, there is also the potential for theft and cyber bullying.

### **Behaviour Guidelines**

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint may be appropriate in the following situations:

- A child attacks a member of staff or another child
- A child tries to, or does, conduct deliberate damage or vandalism to property
- A child is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A child is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A child leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A child is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A child is behaving a way that is seriously compromising good order and discipline
- A child persistently refuses to obey an order to leave the classroom



Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury. It is vital that any such intervention be reported and recorded. Documentation is held in the school office, and is the responsibility of staff involved to record the incident in detail so that the Head of School can file paperwork appropriately.

### **Gate Duty**

It is the responsibility of all staff to adhere to the school's gate duty rota. Our gate opening times are:

- 8:45am-9:00am
- 3:15pm -3:30pm
- 

A member of teaching staff from each class will supervise the safe handover of children to parents/carers and to see them safely off site at the beginning and end of every day. Parents and children can be expected to feel welcome through friendly greetings e.g. Good morning X, how are you today?

### **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime and lunchtime supervision.

A minimum of three staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support. No hot drinks should be taken onto the playground. Lidded safety cups should be used by all staff when hot drinks are taken from the staffroom.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently at playtime.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff not on duty should be mindful of the time and go to the playground to collect their class promptly for the end of playtime. If, for whatever reason, staff do not arrive to collect their class, the duty teacher should not send children into the building unsupervised, but send for the relevant staff member.

The end of playtime: Upon hearing the bell children should stop what they are doing, stand still and remain quiet. Upon the second bell they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point' by the staff on duty. (see Class of the Week).

In suitable weather conditions the field should be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

### **Playground procedures**



In order to influence behaviour when dismissing children at playtime, lunchtime and home time, a member of staff from each class should supervise their own children in corridors, putting on coats etc.

Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are only allowed to remain in the building if they are supervised by an adult.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. A box of appropriate playtime equipment is kept in the Rainbow Room, only items from this box can be used at break and lunchtimes. Boxes are to be collected by a member of staff on duty not children. Footballs should be lightweight, no larger than size 4. The playground is a 'football free zone' although invasion games such as netball or basketball may be played in the designated area. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the staff on duty, and reported to the child's teacher. If an incident happens during play time, then staff on duty should follow the 'Good to be Green' guidance. If the incidence happens at the end of play the class teacher should initiate the sanction. Staff on duty should enter any behaviour incidences on INTEGRIS, at the first available opportunity after play.

Any child requiring first aid at playtime should be treated by a member of staff on duty. Staff on duty should record all incidences in the green first aid record books that are kept centrally in the Staff Room.

After playtime all children should be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

### **The Role of Parents**

Parents can expect to feel welcome in school to discuss their child's progress in a positive atmosphere. They can feel confident that their children will receive support when they need it and are encouraged to share with the school any issues which may affect the child's behaviour. All staff work together with parents to enable them to support their child's learning and to co-operate with the school. We expect all parents to support the policy when signing the home-school agreement. We expect all parents to respond to a request for support when a child has recurrent or serious behaviour problems and show a commitment to reform this behaviour by working in partnership with the school. We endeavor to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Teachers and the Head of School take all reports from parents about challenging behaviour very seriously and act on it swiftly. Parents are offered follow up appointments in school or phone calls to ensure that they are satisfied with the way in which the issue has been dealt with.

### **Monitoring**

The Head of School monitors the effectiveness of this policy on a regular basis and at all times throughout the school. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and ensure that the school policy is administered fairly and consistently.

### **Review**

The Governing Body will review this policy every year.



## Appendix A

### **Good Practice**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

- Create an interesting, stimulating and attractive classroom environment.
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Make sure children know what they are doing and that their work is matched to their ability.
- Be aware of what is going on around you.
- Do not be static or sit behind your desk.
- Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

Children's rights:

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning



- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

Appendix B

**Informing parents of unacceptable behaviour  
Behaviour Letters**

Letters will be generated by a named member of the office staff. The member of staff responsible for sending the letter should go to the office in person and select the letter template and provide accurate details of the behaviour and sanction. The letter will then be produced ready for signing by the sender. Behaviour letters should be sent to parents and a copy put in the child's school file. All letters must reinforce the school's vision and values, for example,

Date:  
Ref:



Dear X,

Regrettably, X has been given a red card and time out for X.

Our school vision, *LOVE God LOVE Neighbour LOVE Self*, sits at the heart of our school and underpins every aspect of school life.

Our school's core values of **love, friendship, compassion and respect** sit at the heart of our behaviour policy. We seek to be positive role models to our children, guiding and teaching them through our 'LOVE Promise'. We:

- Look after our school and each other
- Only ever do our best
- Value everyone and remember our manners
- Enjoy our learning!

Unfortunately, X's behaviour does not support our LOVE Promise and is therefore not permitted in school. Please discuss this behaviour incident with X and encourage X to reflect on our LOVE Promise and school values. We will continue to encourage X to make better choices in her behaviour when in school and we are most grateful for your support with this.

We will continue to monitor X's behaviour closely. This incident has been recorded on X's school file.

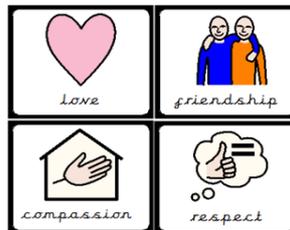
If you would like to discuss this matter further, please speak to your child's class teacher.

Thank you for your continued support.

Yours sincerely,

*K. Leach*

Miss K. Leach  
Headteacher



*LOVE God LOVE Neighbour LOVE Self*



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Head teacher: Ms. K Leach





### **Recording incidences of unacceptable behaviour on the school's management system (SIMS)**

It is important that all incidences of unacceptable behaviour are recorded SIMS as soon as possible after the incident. This is generally the responsibility of the class teacher or teaching assistant. However, incidences that occur at playtime are the responsibility of staff on duty to record. Incidences that occur at lunch time will be entered onto the SMS by the member of staff in the 'Lunch Time Learning Zone'.

Statements/Comments should be brief but succinct, clear, unambiguous e.g. 'disturbing class', 'being a nuisance' is meaningless and open to misinterpretation, rather, 'tore up a child's work', 'punched a child in the back', 'refused to sit for story' etc.

### Appendix C

#### **Time Out Partner classes for 'Time Out B':**

- Pandas to Bears
- Bears to Pandas
- Crocodiles to Ladybirds
- Ladybirds to Elephants
- Elephants to Crocodiles

#### **Time Out Partner classes for 'Time Out BC**

- FS1/FS2 children in 'Time Out C' will go to the classroom where the FS Leader is based
- Y1/Y2 children in 'Time Out C' will go to the Head of School's office or to the classroom where the FS Leader is based in their absence.

### **Lunch Time**

#### **'Time Out A'**

A designated time out area on the playground will be in operation every day. If a child displays repeated unacceptable behaviour after Step 1 verbal warnings have been issued they need to sit quietly in the 'Time Out A' area named the 'Time Out Zone'. Lunchtime supervisors should closely monitor the area if a child is sent for time out.

#### **The 'Lunch Time Learning Zone'**

It will operate in each phase on a daily basis for Step 2 and 3 behaviour incidences occurring at lunch time. It will take place in the following room:

- Learning Zone
- Crocodiles if the Learning Zone is unavailable

The room will be led by teaching assistants. If an incident of unacceptable behaviour occurs at lunch time the lunch time supervisor will escort the child to the 'Lunch Time Learning Zone' and hand them over to the teaching assistant informing them of the behaviour that has occurred. The incident will be entered onto SIMS by the teaching assistant on duty in the room according to the 'Good to be Green' policy and the child will sit quietly on their own for the remainder of the lunch break.



## Golden Behaviour Policy - Behaviour and Consequences

Step	Points	Unacceptable Behaviour	Action and Consequence
Step 4		If I have 25 behaviour points in a term I go to Step 4.	My class teacher will put me on 'Report' for 2 weeks and I will meet with my Key Stage Leader every week to discuss my behaviour. If my behaviour does not improve then Mrs Richards (KSI) or Miss Gilsonan (FS) will write to my parents and write / review my Behaviour Plan with me and my teacher. If my behaviour does not improve then I may be excluded from school.
Step 3	3	If I deliberately injure, bully, steal, destroy property, or make repeated racist comments, or have already had 'Time Out B'.	I will go to 'Time Out C' in the Head of School or FS Leader's classroom and / or the 'Lunch Time Learning Zone' immediately for up to 2 days.  The Head of School (KSI) or FS Leader will speak to my parents and a letter will be sent home.
Step 2	2	If I spit, hit, kick, punch, fight, carelessly damage school property, make a racist comment, use offensive language, refuse to co-operate, I am rude to adults, or I have already had a 'Time Out A'.	I will go to 'Time Out B' in a different class for up to 1 hour or lose the rest of my lunch time break in the 'Lunch Time Learning Zone'.  If the incident happens at the end of lunch time I will go to 'Time Out B'.  My class teacher will speak to my parents and a letter will be sent home.
Step 1	1	If I don't listen, mess about, don't follow instructions, waste time or use hurtful comments.	1st verbal warning is given. If I continue... 2nd verbal warning is given and I put a yellow card in my behaviour pocket. If I continue... 3rd verbal warning is given and I put a red card into my behaviour pocket and go to 'Time Out A' in my classroom or the 'Lunchtime Time Out Zone' for 10-15 minutes.

### GOLDEN BEHAVIOUR



If I stay GOLDEN every day I earn 5 minutes Golden Time per day. If I am GREEN all week my Golden Time is increased to 30 minutes!

