



St Chad's CofE Nursery and Infant School

Behaviour Policy

School Leader: K Leach

Link Governor: M Gladwell

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

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This policy and our practice has been hugely inspired and influenced by the books:

- *When the Adults Change Everything Changes* (Paul Dix, 2017)
- *The Kindness Principle: Making relational behaviour management work in school* (Dave Whittaker, 2021)

'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)

Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.'

(Paul Dix: When the Adults Change Everything Changes)

Statement of intent

St Chad's CofE Nursery and Infant school believes that in all aspects of school life, everybody has the right to feel safe, valued and respected at our school.

We have an expectation that children are compassionate friends who are respectful, tolerant and kind towards others. We do not leave this to chance. Strong relationships between staff and children are vital. We believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or members) of staff.

The aim of this policy is to provide guidance and support for staff (and information for parents and governors) in order to promote safe, kind and respectful behaviour in school. The procedures and guidance in this policy provide a consistent approach across school and enables children, parents and staff to understand our approaches to the management of behaviour in school.

At St Chad's, we are committed to:

- Nurturing and developing the positive behaviours that we expect within our school and our community.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Promoting a culture of praise and encouragement in which all children can achieve.
- Ensuring equality and fair treatment for all.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Forging positive relationships with parents so that home-school partnerships are strong effective.

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.

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

- **Vision, 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.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these children for any SEMH-related difficulties that could affect their 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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) '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
- Suspension and Exclusion 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 relationships and 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*)

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.

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, 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.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- 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 Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.



The SENCO is responsible for:

- Collaborating with the governing board, Headteacher 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:

- 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Welfare Officer.

Children are responsible for:

- Following the school's rules.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- The behaviour of their child(ren) outside of school and in the wider community.

School rules



Good behaviour is not automatically learned but needs to be taught, modelled and supported by staff and parents. Our approach to managing behaviour is based upon four key principles:

Remarkable Routines	Visible Consistency, Visible Kindness	Relationships Matter	Over and Above Recognition
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School rules are kept to an essential minimum. To create a school environment where every child and adult understands what is needed to create exemplary behavior, we have devised our school's '**LOVE Promise**'.

We:

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

Three school rules are embedded alongside our school's LOVE Promise:

Be ready Show love Be safe

Our school's LOVE Promise and these rules are displayed in every classroom and used in daily school language and conversation with children at every opportunity to praise but also re-direct where required eg: 'Thank you for being so loving when you.....'/'That's not what I meant when I said ready. Ready meant...Ready looked like...'

Daily routines

'The standard you walk past is the standard you accept.'

(Paul Dix)

It is widely recognised that when children have clear and consistent approaches to behaviour they are more likely to behave in a more consistent manner. An essential element of our behaviour system is the relentless modelling and highlighting of our daily *remarkable routines*:

**Wonderful Walking means no
talking**

Lovely Lines

Mealtime Manners

Getting the class silent and ready for instruction:

The following process is to be used by all staff to gather the attention of the class / larger groups of children (the instruction should give positive encouragement)

1. Raise your hand
2. Begin to countdown from 5 (as you count down from five, immediately identify the children who are getting ready to listen)
 - FIVE, GREAT CARL, YOU HAVE TURNED TO FACE ME AND PUT YOUR WORK IN THE MIDDLE OF THE TABLE
 - FOUR, ELLIE, THANK YOU FOR HELPING.
 - THREE, SPOT ON THIS GROUP, YOU ARE THE FIRST TO BE READY.



3. Then say
 4. Finally say
- TWO, RAJ, NEARLY THERE? YOU JUST NEED TO POP THAT COAT ON THE BACK OF YOUR CHAIR
 - ONE, QUICK AS YOU CAN LILY
 - HALF, LILLY?
 - BRILLIANT, THANK YOU EVERYONE
 - EYES ON ME

Once children have mastered the routine, the countdown may be reduced e.g. to three. Additions such as music cues, timers on screens, percussion instruments, clapping etc. may be helpful for younger children.

Coming into school

How the day starts sets the tone for the rest of the day. At St Chad's, we firmly believe that all children should receive a warm welcome as they enter school. Senior leaders, members of the pastoral team and class teachers will be on the main gate each morning to say hello / good morning to children and their parents as they arrive into school.

Coming in from playtime and lunchtime

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At the end of the class playtimes and KS1 lunchtimes, teaching staff alert staff using the 5, 4, 3, 2, 1 instruction. At the end of lunchtime play in EYFS, the school bell will be used to instruct the children to stop. The 5,4,3,2,1 instruction will then follow. All children are to stop what they are doing and stand still. Once all children are demonstrating that they are still and quiet, teaching staff will then instruct their class to line up in their allocated place ready to come in.

Staff should regularly remind children of the expectation for lining up using the mantra, '*lovely lines*' - *eyes facing the front and arms down by your sides*. When forming a line, children are to join at the back. Younger children in EYFS may need additional support to help them line up e.g. staff calling individual names to line up and/or operating a class line register.

Movement in and around school

All movement in and around school should be purposeful. All children are expected to walk in silence when transitioning through the building. Staff should see that all children are suitably supervised when moving around the school. When moving through the school in large groups/classes, children are to walk in single file. Staff should regularly remind children that '*wonderful walking means no talking*.' 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.

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.

Whole School Reward System

'The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does.'

(Paul Dix)

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.

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. Parents/Carers are asked to sign up to Class Dojos so that they can celebrate their children's achievements at home too and encourage good 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);
- learning behaviours e.g. asking a good question; using a new word (3 points)

Three dojo points is the maximum to be given at any time. Every half-term, points will be accumulated towards a whole class treat. With the support of their teacher, classes will democratically decide on the number of points they want to achieve and the treat on achievement e.g 1,000 points – games and snacks afternoon. Class Dojo will then re-set with a new target and treat.

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.

Recognition Board

An essential element of the behaviour system is the relentless highlighting of positive behaviour in the classroom which is why a class recognition board is used

Every class will have a recognition board in their classroom. On a daily or weekly basis (depending on the age of the class/context), the class teacher will set a focus for the good behaviour he/she wants from the children in the class e.g. one voice if children keep talking over each other (for older children in Key Stage 1, the focus may be less about social behaviours and more about learning behaviours e.g. 'show working'). When staff see children demonstrating the behaviour well, they are to acknowledge this on the board.



It is essential that all children are recognised for effort, not achievement. Even children who have modelled poor behaviour for a different matter can be caught demonstrating the positive behaviour focus on the recognition board. One doesn't cancel out the other.

The recognition board is not intended to shower praise on the individual and instead is a collaborative strategy. Teaching staff need to pursue the behaviour they want by chasing it hard and reinforcing it enthusiastically. The aim is to get everyone's name on the board by the end of the session/day/week (depending on the age of the class/context). When everyone gets on the board, the reward is the shared sense of accomplishment and team work.

SLT recognition

Where a child has gone 'over and above' with their learning or by their actions, they can be sent to see the headteacher. The child will receive a headteacher's sticker and the headteacher will personally inform parents on the gate at home time.

LOVE Book and Kings and Queens

We have a 'LOVE Book' dedicated for the praise and recognition of children following the school's LOVE Promise. LOVE Book Collective Worship is held with the Headteacher every Friday (or a member of SLT / pastoral team in her absence). Teachers are able to nominate two children from their class. Class teachers complete a certificate with a brief summary of their reason for nomination which is presented during the ceremony. The children's names are then published on the school's main Class Dojo page.

At the end of every half-term, there is a Kings and Queen ceremony dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude. 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 weekly LOVE table in our dinner hall (a decorated table in the main school hall). Lunchtime staff will nominate three children from each class for showing 'marvellous mealtime manners' to sit at the LOVE table once a week with the Headteacher. Children will be presented with a certificate and sticker. Class teachers and members of the pastoral team support mealtime manners by carrying out a lunchtime duty once a week and eating their lunch with the children in the hall.

Collective Worship

In school, we have a daily act of Collective Worship. 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 have adopted a number of whole school mindfulness approaches to support our young children in becoming **calm, still and quiet** during these periods of reflection. 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.

Sanctions

It is important that instances of unacceptable behaviour are taken seriously and dealt with immediately. Sanctions 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.

To ensure that sanctions are applied consistently and by all staff, we have the following agreed system in place:

Steps		Actions
Step 1	Redirection	A non-verbal cue in the form of a gentle encouragement (a 'nudge' in the right direction) Praise will be given if the learner is able to model good behaviour as a result of the nonverbal cue.
Step 2	First verbal reminder	A reminder of our three simple rules - <i>Ready, Love, Safe</i> delivered privately wherever possible. Make explicit the expectation, eg: <i>I am expecting you to...(not talk when I am talking etc.)</i> <i>It was the rule about...(walking safely around school) that you broke then</i> Praise will be given if the learner is able to model good behaviour as a result of the reminder.
Step 3	Second verbal reminder	A second reminder of our three simple rules - <i>Ready, Love, Safe</i> delivered privately wherever possible. Make explicit the expectation followed by the consequences e.g.: <i>I am expecting you to complete your work. When children do not finish their work, they need to stay in to finish it at playtime.</i> <i>I am expecting kind hands at all times. When children don't use kind hands they need to sit/play separately from others so everyone can be kept safe.</i>
Step 4	Reflection Time (<i>Calming Corner</i>)	Where the child continues the behaviour, they will be asked to have reflection time in their class's 'calming corner'. The child is taken to the calming corner (where no conflict with other children would occur) and reflects for 5 minutes. An array of resources will be available for the child to use to help them to self-regulate. Say: 'Think carefully about your behaviour while you are here. You're so much better than this. Remember when... I would like you to have some quiet thinking time. I will come back in 5 minutes and we will talk'. **
Step 5	Time Out (<i>Partner Class</i>)	Where the child continues the behaviour, they will be asked to leave the room. The child is taken to their partner classroom* (where no conflict with other children would occur). The teacher in the partner class is alerted preferably non-verbally and the child reflects for 10 minutes. Say: 'Think carefully about your behaviour while



		<p>you are here. You're so much better than this. Remember when... I will come back in 10 minutes and we will talk' **</p> <p>*Bears – Crocodiles; Flamingos – Elephants</p>
<p>Micro-Script</p> <ul style="list-style-type: none"> • I have noticed that you are not being ... (refer to the rules and child's behaviour) right now • Now you have chosen to ... (refer to the action to support behaviour e.g. moving to another place, Can you remember yesterday when/last week when you...? (refer to previous positive behaviour)? That is who I need to see today.... • Thank you for listening ...then give the child some 'take up' time. • You are better than that • I care about you. 		
Step 6	Restorative Chat	<p>Restorative Conversation</p> <p>Younger children:</p> <ul style="list-style-type: none"> • What's happened? • Who has been harmed and in what way? • What needs to happen now in order to put things right and ensure this never happens again? <p>Older children:</p> <p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? . <p>Completion of additional work missed in the lesson given if needed: Children need to understand the language of impact and consequence. If you are not focused in lessons, then you will need to do the work in 'your time'. This should be explained especially to younger children that their own time is at play time/lunch time. For older children this might be work sent home where this is discussed with the parent and the work needs to be delivered back to the teacher the next day.</p>
Step 7	Support	<p>Where the child's behaviour has escalated through the lesson significantly and Step 2, 3 and 4 have been used but have not effective, support from SLT should be requested and the child removed from the room. This should be seen as the last resort</p> <p>Teachers should not leap to the removal of the child. It is important that teachers manage as much of the behaviour in their class as is appropriate. Children should see their teachers as being responsible and managing the behaviour</p>



		in the classroom. Teachers should be aware of the subtle message they are sending to children if they constantly refer poor behaviour to other staff to deal with.
Additional Consequences		
Communication with parent / carer		If a child has two incidents in a week requiring reflection in the calming corner, the class teacher must inform parents. On a case by case basis, sometimes a daily 'how's it going?' conversation might be needed.
A meeting with the pastoral team and parent / carer		<p>If a child has two incidents a week requiring Time Out in the partner classroom, the Welfare Officer must be informed using the school's behavior incident record.</p> <ul style="list-style-type: none">• A behaviour letter will be issued to parents/carers• A meeting with the Welfare Officer and parents/carers will be arranged.
A meeting with the Headteacher and parent / carer		<p>If a child has three or more behaviour incidents in a week (or regular incidents), the Headteacher must be informed using the school's behavior incident record.</p> <ul style="list-style-type: none">• A behaviour letter will be issued to parents/carers• A meeting with the Headteacher and the parents/carers will be arranged.
Weekly behaviour meetings		Where this continues, weekly meetings with parents, class teacher, SLT and the child will be held. This will be used to explain the consequence escalation that will take place if behaviour does not change but also the support that school will put in place to help the child change. Teachers, the pupil and parents should be given monitored responsibilities, the effectiveness of which should be reviewed at meetings. An individual behaviour chart for the child can be used.

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

Staff conduct

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. When implementing sanctions, it is important that staff:

- express their displeasure with the action and never the child i.e. 'That was an unkind thing to do because...' and not 'You are an unkind boy'.
- respond to children with calmness and non-judgemental kindness
- do not shout (there is a clear difference between raising your voice and shouting) as this is a loss of control. Although shouting must not be used as a classroom management technique, there may be occasions when it is necessary to use a raised voice i.e. to be heard on the playground etc.

At St Chad's, we advocate:



Praise in Public

Reprimand in Private

Scripts are essential to ensure adults take a calm and consistent approach to behaviour at all times.
(Appendix 1)

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher. Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Answering adults back
- Using abusive/offensive language
- Physically striking adults.

NB: Some teacher discretion is required here – it should be noted that there is a significant difference between a reception child hitting another child once and a Year 2 child involved in a fist fight with an intention to cause harm. Factors such as the older child being able to show control and restraint should be part of the discussion.

Note:

- *If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed*
- *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.*

Behaviour at playtimes and lunchtimes

It is important that staff involved in supervising playtimes and lunchtimes model positive play. Children are taught playground games and encouraged to play cooperatively. The children will understand the types of behaviour which are not acceptable on the playgrounds such as fighting, kicking and any aggressive play.

The environment plays a key role in supporting and extending children's development and learning. Class teachers are responsible for ensuring that the Key Stage 1 and EYFS playgrounds are well equipped with resources and activities, in clearly defined areas, that promote positive play. Classes are provided with boxes of play resources to aid their co-operative play and distract from poor behaviour choices. The school's Senior Lunchtime Coordinator carries out a daily 'active' lunchtime club for older children in Year 1 and Year 2 to help ensure that lunchtime play is positive and purposeful and allows children to learn new games and activities. A daily lunchtime Mindfulness and Wellbeing club takes place in the Rainbow Room. The school's Welfare Office is responsible for ensuring that resources in the rainbow room, including board games, are of good quality and plentiful.

At playtimes, the escalated process within the classroom should be followed. If implementing Step 3, children will have reflection time on the calming bench on the playground/school field.

All lunchtime staff, including midday supervisors, are responsible for dealing with all behaviour issues during lunchtime. At lunchtimes, the escalated process within the classroom should be followed. If the actions of the child need Step 4 reflection, they are to be sent to the Rainbow Room, which is manned by the Welfare



Officer. The attendance of the child and the reason for them being sent to the Rainbow Room are recorded in the lunchtime incident book.

A rule of three is applied:

- If a child has attended the reflection room twice (half termly) a verbal warning is given to the child by their class teacher.
- If the child then appears a third time within any half term then a meeting is held (parent/teacher and a member of SLT) to explain the situation with the aim of supporting the child to change their behaviour/explain the consequence.

Children who continue to be unsafe at school during lunchtime may be asked to go home for lunch or alternatively attend the Rainbow Room for a specified length of time. This will be agreed with parent, teacher and Headteacher.

Restorative Practice

St Chad's uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room in a booklet (see display section). Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. Always agree parameters before a discussion especially where multiple children are involved to ensure the discussion stays calm:

- You will all get your chance to talk.
- We agree not to interrupt another person talking even if they say something you disagree with because you will have your chance to talk.
- We will work together to agree a solution/appropriate consequence. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Emotional literacy: Colour Monsters

Emotional literacy is the ability to recognise, understand, handle and appropriately express our emotions. There are two aspects:

- Personal competencies: self-awareness, self-regulation and motivation
- Social competencies: Empathy and social skills

Research has shown that when emotional literacy skills are taught, children show improvements in recognising and naming emotions and have a better understanding of the causes of feelings and behaviours. It also helps them to have better listening skills, improved relationships and anger management skills. It also gives them raised self-esteem, wider skills for solving conflicts, improved sharing and turn taking skills and better understanding of others.

At St Chad's, we use the children's picture book, *The Colour Monster*, as a key resource within our behavior curriculum. Copies of the book and accompanying colour monster puppets are made available in all classrooms and in centralised areas in school. Staff are to frequently 'check'-in' with children and ask how they are feeling, using the puppets and displays as a resource. Puppets are a useful resource to refer to and use during reflective and restorative conversations with children.

Nurture



As much as all classrooms embody the nurturing ethos, some children who need extra support may access Nurture provision. This may be on an ad-hoc basis in that there has been an unforeseen circumstance e.g. bereavement, family breakdown that has affected a child's wellbeing. Other children who need more target support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of time to spend in Nurture provision (based in the Rainbow Room) with the school's Welfare Officer. A child may be identified by a class teacher as needing extra emotional support. In this instance, a cause for concern form is to be completed and submitted to the SENDCo.

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 display board to promote our school's LOVE Promise and school rules, *ready, love, safe*. Every classroom is equipped with ladder shelves to display:

- The school's LOVE Promise (to be displayed in individual photo frames)
- A question board: How are you feeling today? (to be displayed in individual photo frames)
- The class's colour monster puppets

Where possible, the behaviour ladder shelves should be located towards the interactive whiteboard so that they can be used as a reference aid during teaching.

The class recognition board should be visible and at child height. Each pocket should clearly display the child's photographs. At the beginning of the year, children are to be given time to decorate individual lolly sticks to accompany the recognition board.

The school rules, *Be ready, Show Love, Be safe*, are to be clearly displayed in all classrooms and in central areas.

All classes are to be equipped with a classroom calming corner (in Elephants and Flamingos, the calming corners are located just outside of the main classroom doors, Crocodiles are to access the calming corner in the adjoining Bear's classroom). Calming corners are to be equipped with soft seating with visuals to help discuss feelings and calming strategies (a mirror, Colour Monster book and puppets). A basket is to be available containing calming tools and resources.

Preventative measures for children with SEND

Behaviour will always be considered in relation to a child's SEND. Where a child is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

We will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions



De-escalation strategies

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

- 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 child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child 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".

Physical intervention

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 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.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

The headteacher must be immediately informed of any incidents requiring physical intervention and the school's physical restraint incident form must be completed.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.



Prohibited items, searching children and confiscation

Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item that has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the child themselves; or
- To damage the property of any person, including the child themselves.

Suspension and exclusion

St Chad's believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. The school's Suspension and Exclusion policy outlines the procedures that may be implemented if a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the child or others in the school.

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

A. Food and drink

Children 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.

B. Jewellery

One small pair of stud earrings and items of religious significance are the only items of jewellery which may be worn at school and these must be removed at home by parents/carers on allocated P.E days. Teachers are not to assist children with the removal of jewellery. Any articles removed in school should be stored safely by the teacher for the duration of the lesson.

C. PE Kit

Correct PE kits must be worn to school on children's allocated PE days, as outlined in the School Uniform policy.

D. School clothing

Parents are expected to send their child into school wearing the correct school uniform, as outlined in the School Uniform policy. To support with the looking after of school books, all parents/carers are to provide their child with a St Chad's book bag.

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. Parents are advised to bring school money in a sealed envelope with their child's full name and class written clearly on the front.

F. Mobile phones and Smart watches with cameras

Mobile phones and smart watches with cameras are not permitted in school.

Home and school links



There will always be prompt communication between school and home on matters causing concern. The role of the parents/carers in fostering good behaviour in their children is vital and is one of the strongest links that the school can make. At St Chad's, we will emphasise this duty regularly during the time that a child is in school. We use a range of communications to parents/carers, including Class Dojo, letter, school website, information booklets, newsletters, workshops, classes and meetings. We work hard to involve parents/carers in the life of the school and in reinforcing a good home-school partnership. We rely on parents to set good behaviour examples at home for children to follow at school. A signed home/school agreement will be shared during all pupil induction meetings with parents to reinforce the essential relationship between home and school in supporting a child's education including their behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Behaviour outside of school premises

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Monitoring and review

This policy will be reviewed by the headteacher on an annual basis. Any necessary changes will be communicated to all members of staff and relevant stakeholders.



Appendix 1: Summary poster

St Chad's CofE Nursery and Infant School Behaviour Blueprint

Our Core Values	Love	Friendship	Compassion	Respect
“The standard you walk past is the standard you expect.” (Paul Dix)				
<div>Our LOVE Promise:</div> <div>We: Look after our school and each other Only ever do our best Value everyone and remember our manners Enjoy our learning</div> <div>Be ready Show love Be safe</div>	<div>Visible Consistencies</div> <div><ul style="list-style-type: none">Calm adult behaviourExpected behaviors praised firstDaily meet and greet</div> <div>Relentless Routines</div> <div><ul style="list-style-type: none">Lovely lines!Wonderful walking means no talkingEyes on meMealtime Manners</div>	<div>Above and Beyond Recognition</div> <div><ul style="list-style-type: none">Class DojoRecognition BoardLOVE BookLOVE TableDojo message, phone call, gate ‘shout out’Kings and Queens</div>		
<div>Stepped Process</div> <div><ul style="list-style-type: none">Step 1: Redirection (non verbal reminder)Step 2: 1st verbal reminder (three rules privately, if possible)Step 3: 2nd verbal reminder (outline behaviour and consequence if continue)Step 4: Calming Corner (5 mins in calming corner to calm down/compose themselves)Step 5: Time Out (10 mins in partner classroom)Step 6: Restorative chatStep 7: Support (Welfare Officer/SLT – straight to SLT if serious incident)<div><ul style="list-style-type: none">X2 Calming Corner incidents in a week: Teacher to inform parent (interim ‘check in’ e.g. how’s it going?)X2 Time Out incidents in a week: Inform Welfare Officer using behaviour incident form). Behaviour letter issued and meeting with parentX3 behaviour incidents in a week: Inform Headteacher using behaviour incident form. Behaviour letter issued and meeting with parent</div></div>	<div>Script for Step 3</div> <div>Deliver quietly and maintain pupil dignity</div> <div><ol style="list-style-type: none">I noticed you are (specify behaviour)You aren’t following the rule about (one of three)You have chosen to...Do you remember last week when you...(positive behaviour) That is who/what I need to see today.Thank you for listening.Walk away/give take up time/follow sanctions if not</div>	<div>Script for Step 4/5</div> <div><ol style="list-style-type: none">I can see that maybe you are feeling....I can see that because you are....The consequence of this will be...Do you remember the (positive behaviour) I saw....? That’s who I need to see again now.Thank you for listening</div>	<div>Script for Step 6 / 7</div> <div>Start with two and build on these as the child develops in maturity.</div> <div><ol style="list-style-type: none">What happened?What have you thought since?Who has been affected?How did this make the person feel?What could we do to put this right?What should we do to put things right?How can we do things differently in the future?</div>	

"Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish." (Paul Dix)



Appendix 2 : Scripts

Restorative Conversation

Younger children:

- What's happened?
- Who has been harmed and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

Older children:

5 questions is usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future? .

Micro-Script

- I have noticed that you are not being ... (refer to the rules and child's behaviour) right now
- Now you have chosen to ... (refer to the action to support behaviour e.g. moving to another place, Can you remember yesterday when/last week when you...? (refer to previous positive behaviour)? That is who I need to see today....
- Thank you for listening ...then give the child some 'take up' time.
- You are better than that
- I care about you.

Seven assertive sentence stems:

1. You need to ... (speak to me at the side of the room)
2. I need to see you ... (following the agreed routine)
3. I expect ... (to see your table tidy by the end of the timer)
4. I know you will ... (pick up the books)
5. Thank you for... (going to the back of the line where there's a space)
6. I have heard what you have said, now you must... (come with me to the class next door to calm down)
7. We will... (have a better day tomorrow)

Seven juicy bits of script

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... If you choose not to do the work, then this will happen... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the Anna I need to see today, that is the Anna you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
4. I am not leaving, I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?



7. Darrel, it's not like you to... (shout out)

Three things to do when children clam up

Try using:

1. OK, imagine if there were... (people affected/a way of putting it right/things you could do differently)
What would they be?
2. 1 – 10 scales: On a scale of 1 to 10 how angry were you?
3. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs sit with you and help you with the answers?

Six ways to reroute a power play

1. I understand ... (that you are angry/upset/livid)
2. I need you to ... (come with me so that we can resolve this properly)
3. Maybe you are right ... (Maybe I need to speak to them too)
4. Be that as it may... (I still need you to join in with the group)
5. I've often thought the same... (but we need to focus on...)
6. I hear you ... (it's not easy but I know that you can do it brilliantly)

