

Catherington C of E Infant School

Board of Governors



Behaviour Policy

Name of School	Catherington C of E Infant School
Date of Policy Review	March 2023
Date of Next Review	March 2025
Name of Headteacher	Mrs Maria Burden

BEHAVIOUR POLICY

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Date of Policy Issue/Review	March 2023 - Review March 2025
Name of Headteacher	Mrs Maria Burden
Signature & Date:	
Signature & Date:	
Chair of Governors	Mr Paul Main

Our schools Christian Values underpin our schools curriculum and aim to ensure all children feel loved and show Love for others, have Courage to face new challenges and fulfil their potential and develop Respect for God's creations.

Our Vision and aim for all children, as stated in our curriculum for learning document

We want our children to learn how to build positive realtionships with others and recognise what is good mental health and wellbeing. They know who they are and how to lead safe, healthy and fulfilling lives.	We want to equip our children with the resilience and perseverance to become independent learners. We are empowering our children to take appropriate risks without fear of failure. We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities, helping them to see their place in the world.	We want our children to celebrate and respect difference and be proud of who they are. We want our children to have enquiring minds to question and to be confident in their own thoughts and actions.
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At Catherington C of E Infant School, we expect a high standard of behaviour from all children and staff to ensure a positive climate for learning for all.

We believe:

- All children and staff have the right to learn in a safe, orderly and supportive environment where everyone is respected and valued.
- Good behaviour is essential in maintaining a secure and happy school where we can all learn.
- All children should take responsibility for their own behaviour and that all school staff should help them do so.
- Parents/carers should work with the school to enable their child to develop their personal and social skills, to enable them to be happy with who they are and become good citizens both in and outside of school.

Our Aims

At Catherington Church of England Infant School, we work together to ensure our school is a safe, happy and exciting place, where children can grow on their unique academic, social and emotional journey.

- To create a community where everyone feels valued and **loved** and where all feel they can make a positive contribution.
- To encourage everyone to thrive in the school community.
- Inline with our inclusive philosophy, for all members of the school community to accept that every child is different and unique.
- To nurture **courageous** children through the development of self-discipline and self-control, promoting high standards of behaviour and providing a consistent approach to effective behaviour management.
- For children to have awareness of their own needs, views and feelings and show sensitivity and **respect** to the needs, feelings and views of others.

Our Principles of Positive Behaviour Management

- Each child is valued and **respected** as an individual. Children should always be listened to.
- All staff must model appropriate behaviour in all circumstances.
- The use of positive praise is our primary tool when managing behaviour. We praise and encourage, raising self-esteem and building relationships.
- When dealing with behavioural issues, all adults must separate the behaviour from the child. It is possible to change our behaviour but we cannot change our innate personalities.
- Confrontations are avoided, with children given limited choices and offered a 'way out' to avoid escalation.
- Negative behaviour is treated and restored privately and respectfully.
- Adults always ensure children understand the reasons for any sanctions.
- Behaviour management strategies are adapted to match a child's individual needs.

Catherington's Code of Behaviour

At Catherington our simple behaviour code is underpinned by our core Christian Values of Love, Respect and Courage.

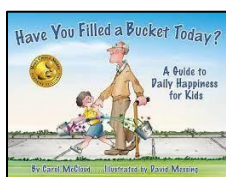
Our Golden Rules.

- We are loving
- We are respectful to other people and the world around us.
- We always have the courage to be the best version of ourselves.

This is shared with the whole school community, including parents, carers and governors and reinforced through collective worship, PSHE activities and general expectations of classroom behaviour.

Children are taught this is a behaviour code not just for school but for life.

Children in KS1 will be involved in deciding their own classroom rules at the beginning of the year but the main school Golden Rules will be adhered to by all.



Alongside our Golden Rules we use the book 'Have you filled a Bucket today' to encourage positive behaviour. This helps children understand how rewarding it is to express daily kindness, appreciation and Love and the effects our actions and words can have on the wellbeing of others and ourselves.

Enforcing the behaviour code

All members of staff share a responsibility for ensuring the Golden Rules are followed. Adults also have a duty to follow these codes and to be good role models for children.

All staff advise children what to do rather than saying what not to do.

If an adult is aware of an issue or incident they must deal with it immediately following the guidelines. No member of staff should let any incident of poor behaviour pass unchallenged. We believe prevention is better than cure so we will be vigilant and intervene whenever possible to prevent situations from occurring or escalating.

The role of school leaders

- To actively promote the agreed, shared principles of behaviour management by being highly visible, routinely engaging with children, parents and staff and maintaining the behaviour culture and environment where everyone feels safe and supported.
- To ensure consistency in the implementation of the behaviour policy.
- To ensure staff have adequate training to meet their duties and functions within the behaviour policy, including how certain special educational needs, disabilities or mental health may at times affect a pupil's behaviour.
- To discuss persistent or serious behaviour difficulties with parent/carers in order to work together to bring about change.

The role of teachers and staff

- To maintain a calm and safe environment for children.
- To ensure they model our Christian values of Love, Respect and Courage in all their relationships with children.
- To establish clear boundaries of acceptable behaviour.
- To teach and model expected behaviour and positive relationships.

- To challenge children to meet the school expectations and maintain the boundaries of acceptable behaviour.
- To implement the schools PSHE programme to develop pupils' emotional and social skills, including emotional literacy and self-regulation.
- To communicate with parents in a timely and sensitive manner regarding behaviour concerns, seeking ways to work together to bring about change.
- To keep behaviour records up to date on CPOMS.
- To evaluate their own practice in regards to behaviour management, seeking advice where needed.
- To be proactive in considering when individual children may struggle to manage their own behaviour, planning and providing support where necessary.

The role of parents

- To support the schools behaviour code by modelling **Love** and **Respect** to others and communicating with the school in a courteous and open manner.
- To support the academic, physical, social and emotional development of their child by working in partnership with the school and other agencies.

Recognition and Rewards for Good Behaviour

Praising positive behaviour in children helps those who are not sure what is expected of them by providing them with a role model.

At Catherington we give:

- Private or public praise
- Special rewards that encourage responsibility- School council member, class helper for the day.
- Class stickers.
- Golden Tickets- awarded regularly to children for exceptional hard work and resilience. These are placed in a box together and then drawn out during celebration worship on a Friday. Children chosen will meet with the head teacher for hot chocolate at the end of the week.
- Star of the week certificates and badges- awarded to children who demonstrate our Christian values in their behaviour around school during the week.
- Values certificates- awarded to children who demonstrate our Christian values outside of school.
- Termly awards- awarded to children who show hard work and resilience in their learning throughout the term.

Managing inappropriate behaviour

When sanctions are considered necessary by staff they will:

- Try to ascertain why this has happened and identify the possible causes, remembering that behaviour is a form of communication.
- Apply appropriate techniques to bring a positive response such as 'time out', non-verbal communication or a countdown.

Everyone at Catherington has agreed to try to prevent this from happening by:

- Being consistent, fair and adhering to the policy and procedures at all times
- Using tactical ignoring where appropriate and safe to do so
- Giving the child a simple and brief direction to quietly return to their work
- Using the phrase 'stop' particularly for children with a language barrier
- Using a countdown 'When I get to 5 I expect.....'
- Giving gentle rule reminders
- Using proximity praise
- Using distraction
- Reminding the child of their personal capabilities
- Suggesting the child sits next to or close to an adult
- Using assertive discipline and positive statements such as 'I know you can.....' 'I can see that you are.....'
- Always giving the children the opportunity to do the right thing and make a good choice
- Talking informally to parents, recognising the good as well as the poor behaviour

Where a child is persistently not conforming to the Golden Rules we will:

- Remove privileges, done privately and without public humiliation for a short period of time, such as a few minutes of playtime or Discovery time.
- Ask the child to see another adult in the school as a fresh face to talk to
- Suggest the child has some time away to calm down with no judgement and talk through the incident if needed. This gives them a chance to regulate their own selves in a safe space with a member of staff who will not judge or question the incident.

Serious behaviour Incidents

In the event of a serious behavioural incident the head teacher or member of the senior leadership team will be informed immediately to provide support and deal with the incident.

Incidents where a child may be sent to the head teacher:

- Hurting another child on purpose
- Hurting an adult
- Swearing

- Destroying property
- Bullying
- Repeatedly refusing to do as an adult has asked
- Child on Child abuse as outlined in KCSIE
- Threatening another child
- Racist incidents

When the child is sent to the head teacher, she will investigate, log the event and any follow up actions to be taken on CPOMS. This will be shared with the class teacher, parents and child and an explanation of the actions taken and why.

Staff must also ensure that if physical intervention should be required, in line with school policy, then this too must be reported and recorded.

Exclusion and temporary suspension

If a child's poor behaviour cannot be modified, despite moving through all the steps identified, then temporary suspension procedures **may** be considered. It is the policy of this school that all pupils will work towards self-discipline and become responsible for their own choices and actions. If safety (of children and staff) or learning of others is compromised by continuous inappropriate behaviour, then action for suspension will be taken in line with the guidelines published by Hampshire County Council.

- In cases of serious misbehaviour a child may be excluded for a fixed term. (In most cases this route will only be taken after all other procedures and strategies have been followed)
- A child may also receive a fixed term exclusion if the head teacher judges a single incident to be serious enough for the child to be immediately excluded without prior strategies being employed. For example physical violence towards a member of staff.
- Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in a school year.
- The head teacher may also exclude a pupil permanently.
- It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a pupil, he/she must inform the parents immediately, provide reasons for the exclusion and information on how to appeal against the decision to the governing body in a formal letter. At the same time the head teacher must inform the chair of governors and Hampshire County Council.

Off site and out of hours activities

The school's behaviour policy applies when children are taking part in day trips, attending after school clubs and out of hours activities organised by the school or when representing the school in off site activities.

The school reserves the right to refuse permission for any child to participate in these activities if it is considered that their behaviour will disrupt the learning of others or jeopardise their own safety or the safety of others. Teachers are expected to discuss their concerns with the head teacher who will make an informed decision and notify the parents.

Behaviour and children with SEND

As an inclusive school we aim for **all** our children to succeed and we will work with outside agencies and families to provide an inclusive environment where all pupils needs are met.

Where normal classroom management strategies are not effective and not meeting the needs of the child, support will be sought from outside agencies to support this need and we will categorise this as a special need. The area of special need is complex and diverse.

Examples of special needs that may be a factor in pupil behaviour provision and additional support planning needed, include but not exclusive: Autism, Aspergers syndrome, Social communication difficulties, Attachment difficulties or disorder, ADHD.

Bullying

For full guidance refer to our Anti-bullying policy.

Support from outside agencies

From time to time, children in school will have needs more significant than can be addressed through this policy. Where this is the case, support from outside agencies will be sort and an individual behaviour plan will be written.

Support may come from:

- Primary Behaviour Support
- Educational Psychology Service
- Social Care
- School nursing team
- Hampshire Inclusion Team
- Child and Adolescent Mental Health service (CAMHS)
- Speech and Language therapist (SALT)