

Newdigate Endowed CE Infant School



**BEHAVIOUR POLICY**  
**March 2019**

*In God's Hands We Learn and Grow*



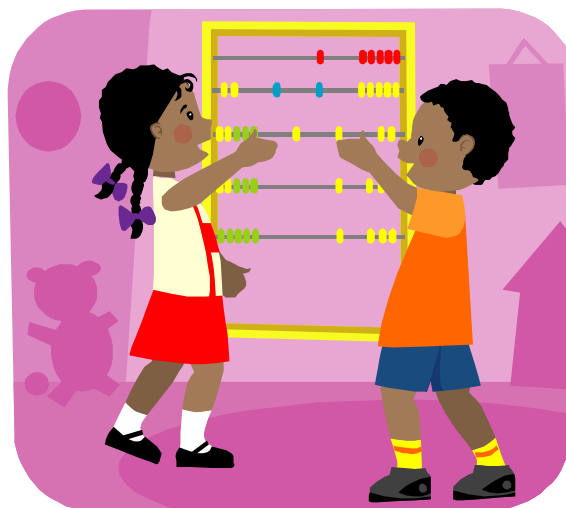
## Philosophy

Our School is a happy community where we all work together to achieve success, where high standards are aimed for and all are given the support and skills necessary to achieve them, where all are valued and there is a Christian ethos of caring and respect within an environment that encourages a love of learning

## Aims

We aim to:

- Foster a sense of community in which staff, governors, parents and children all play an active part and accept responsibility for behaviour
- Catch children doing the right thing and recognise that if the behaviour is unacceptable, it is the behaviour and not the child
- Recognise that there must be flexibility, dependent upon individual circumstances and make reasonable adjustments for them



## Rewards

*Celebration of work or behaviour in class, assembly  
or in the playground.*

Verbal praise

Stickers

Lunchtime stickers

Group rewards

Show work to another teacher

Copy work to take home

Smile and  
encouragement



Thumbs up

Praise postcards

Playground stickers

Whole class rewards

Show work to Headteacher (Headteacher award stickers)

Star of the week  
certificates

Wonderful work on wall

Guardian Angel

Recognise sports achievements

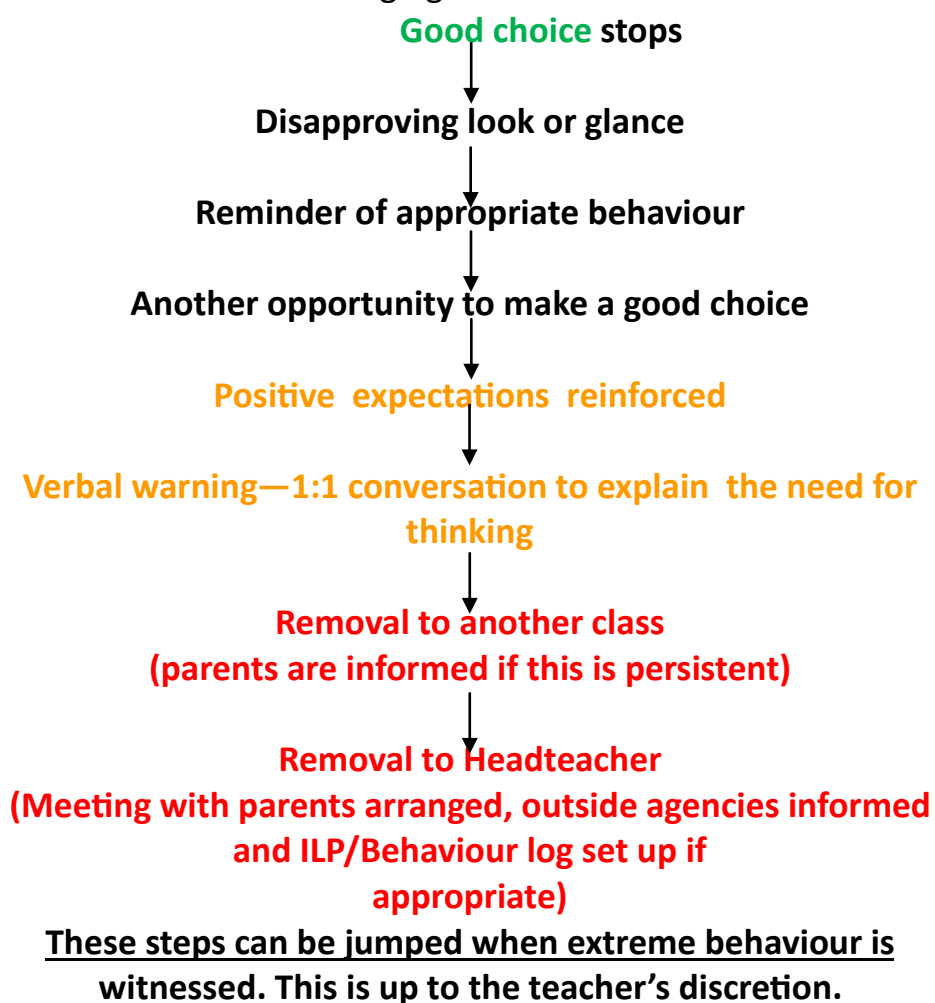
Busy Bee assembly & sticker

**Good behaviour is constantly expected and rewarded.**

## Responses to Challenging Behaviour

*For example:* calling out, rudeness, answering back, verbal aggression, inappropriate language, refusal to cooperate, violent behaviour.

The response should always be appropriate to the child's age, needs and level of challenging behaviour.



## **Bullying**

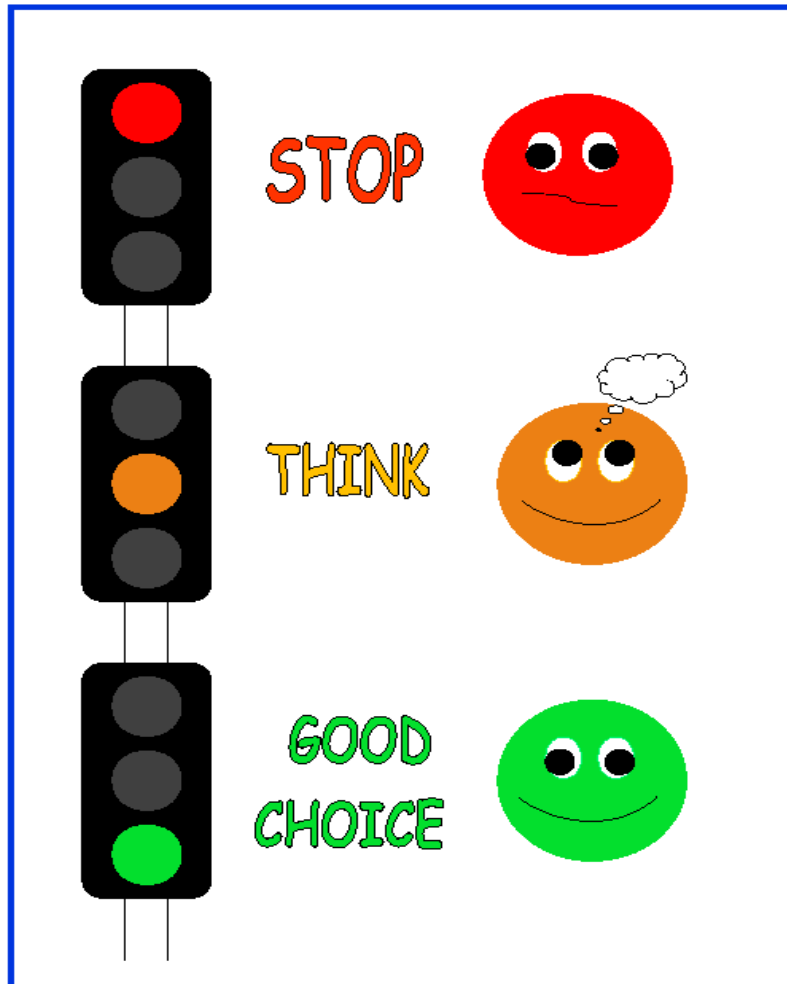
Bullying in any form will not be tolerated, and is defined as **any behaviour which deliberately and repeatedly causes others to be unhappy.**

1. The matter will initially be investigated by the class teacher who will establish the facts of the complaint from all parties impartially.
2. Minor incidents will be talked through with the parties involved and an acceptance of responsibility or reparation hopefully achieved.
3. Serious or persistent incidents will be reported to the Headteacher who will decide on further action and nature of response.
4. Persistent cases may require a meeting with a wider group of children to explore causes of bullying and to agree remedies.

Parents will be informed whenever the situation remains unresolved or it is warranted by the seriousness of the incident.

## **Playtime and Lunchtime**

- We promote co-operative play and positive behaviour in the playground and around the school
- We have playground buddies and a friendship stop
- Children receive stickers for positive play, good manners and helpfulness



All staff will use consistent language with the aim of encouraging children to make **'good choices.'** Staff will carry 3 colour cards on their lanyards that match the faces on the good choices poster.

## **Behaviour Expectations**

All members of the school community should behave in a responsible manner to both themselves and others, showing consideration, courtesy and respect at all times.

All pupils should:

- Behave in a sensible and responsible manner
- Be courteous and respectful to each other and all adults
- Follow the class rules and school code of behaviour

All adults should:

- Praise children for appropriate behaviour
- Treat children with courtesy, respect and consideration
- Be aware of individual needs and consideration
- Be consistent in their reactions to children's behaviour

## **School 'Bee' Rules**



**Be respectful**  
**Be thoughtful**  
**Be honest**  
**Be kind**  
**Be hard-working**

## **Top Tips for promoting good behaviour**

- Make a distinction between the child and his or her behaviour. You may be displeased with what he or she has done but you still value them. Maintain self-esteem by remarking that you are disappointed that children like them have not made the right choice.
- Rather than merely telling a child to do something, encourage them to feedback what he or she is going to do: 'I am going to tidy up the mess on the floor and say sorry to...'.  
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- When a child fails to observe a particular rule. Rather than say 'stop talking' say 'if you listen to me, you will know what to do'.
- If a child is finding a task tricky, either make it easier or try to remove the threat of failure by a comment like, 'this is very hard but I know you will do your best.' Alternatively take the blame yourself by remarking, 'I'm sorry I didn't explain that properly, let's have another go'.
- Remember to catch a child being 'good'. Praise a child for doing the right thing rather than waiting for them to misbehave. Positive re-enforcement works well .
- Non-verbal cues are supportive; an encouraging smile, nod of the head or a thumbs up often maintains expected behaviours.
- When a child is presenting challenging behaviour, diverting attention can be helpful (run an errand) and it be a form of time out that possibly diffuses the situation.



At all times the safety and well-being of the children is paramount and staff will, whenever possible, use coercion and positive reinforcement to help children make the right choices. However, at times there may be a need to use reasonable force to keep an individual child or children safe.

Training will be provided to staff to make sure they are able to do this in the safest manner. Staff may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

**Reasonable force will never be used as a punishment.**