

Church Hill Infant School



Behaviour Policy 2022 - 2023

Reviewed	
Frequency of Review	Annual
Written by	Claire Elliott
Approved by:	Church Hill LAB

At Church Hill Infant School, we believe that children and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. We understand that high expectations of behaviour lead to high standards of learning. Inherent in the aims of the school is the understanding that members of the school community will behave in such a way that will enable teaching and learning for all to take place and for all members of the community to feel welcomed, respected, cared for and safe.

1. Aims of this Policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy (see separate Anti-Bullying Policy_
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual violence
- Sexual harassment
- Vandalism
- Theft
- Fighting
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Drugs
 - Stolen items
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
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4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit remarks, sexual gestures, unwanted physical attention
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and Responsibilities

5.1 The Local Advisory Board (LAB)

The Local Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

5.2 The head teacher

The head teacher is responsible for reviewing and approving this behaviour policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting serious misbehaviour to a senior leader

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the schools behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Church Hill Infants Philosophy

The aim at Church Hill is to give all pupils the skills for lifelong learning. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school has an ethos whereby each member of our school community works in a calm, happy and purposeful atmosphere. By treating children with respect and fairness and teaching them well, we believe they will respond positively.



UN Convention on the Rights of the Child

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Church Hill Infant School, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve wellbeing and help all children achieve their potential. Children's rights are learnt, taught, practised, respected, protected and promoted in our school.

- **To safeguard children from harm** - UN Convention on the Rights of the Child, Article 3: The best interests of the child must be a top priority in all decisions and actions.
- **To foster a safe environment** - UN Convention on the Rights of the Child, Article 19 –the right to be protected from all forms of violence, abuse, neglect and bad treatment.
- **To enable effective teaching and learning** - UN Convention on the Rights of the Child, Article 29: Every child has the right to an education.
- **To value diversity and treat others with respect** - UN Convention on the Rights of the Child 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Article 23: A child with a disability has the right to live a full and decent life with dignity. Article 30: Every child has the right to learn and use their language, customs and religion whether or not these are shared by the majority.
- **To respect the school environment and other people's property** - UN Convention on the Rights of the Child, Article 27: Every child has the right to a standard of living that is good enough to meet their needs.
- **To promote self-esteem and emotional wellbeing** - UN Convention on the Rights of the Child, Article 37: Children must not suffer cruel or degrading treatment. They must be treated with care and respect.
- **To support pupils in making appropriate choices regarding their actions and reactions** - UN Convention on the Rights of the Child, Article 12: All children have the right to express their views, feelings and wishes in all matters affecting them.
- **To ensure consistency of approach**

7. Our Core Values and Principles

We have five core values that are woven through everything that we do:

- Kindness - treating others in the way we want to be treated
- Determination – trying again when things are difficult, never giving up
- Excellence – doing our best in all aspects of school life
- Teamwork – working with others to achieve
- Being Unique – respecting everyone in our community and celebrating our differences

7.1 Class Charters

At the beginning of each academic year, each class will discuss the schools values and devise their own Class Charter – a collaborative set of classroom rules and routines, which all members of the class should abide by.

8. Rewards and Sanctions - Encouraging and Rewarding Good Behaviour

Much of what we do at Church Hill is modelling and celebrating good behaviour and having positive discussions around pupil's actions. There are a number of ways in which this is achieved:

8.1 Class Dojo

In all year groups – FS to Year 2 - teachers use Class Dojo points to reward children using the Class DoJo platform. At the beginning of the year, teachers discuss the schools values and expectations with the children and write their class charters. Teachers can then award points for children demonstrating good behaviour and

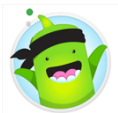
the elements of the Class Charter. Within classes, teachers may choose to award other Dojo points to encourage development for example 2 points for reading at home, 2 points for completion of homework. Each child is awarded their own avatar and pupils can watch as their points grow. Ultimately, the 'instant' and 'fun' nature of Dojo points is in the best interest of pupils.

Occasionally teachers will remove or deduct Dojo points – this consequence for making poor choices and not following the values has a significant impact on the pupils as their competitive natures urge them to do well. Teachers will award the pupil with the most Dojos at the end of the week, with a certificate that they can take home and share with their family.

8.2 Hall of Fame

Every half term teachers nominate three children from their class for a special award. The reason for the reward is chosen by the teacher and can reflect success, accomplishment or ongoing demonstration of one of the school values. These achievements will be celebrated in a special Hall of Fame whole school assembly, children will receive certificates, and their picture will be displayed on the Hall of Fame board.

8.3 Other rewards

Aspect	Procedure
Positive Comments	Constructive verbal or written comments in children's work will reflect good or outstanding standards of achievement and/or attitude.
Stickers/Stampers	These individual rewards are awarded in recognition of good or outstanding achievement and/or attitude.
Feedback to parents	Teachers may choose to speak to a parent about an achievement or wow moment
Class Dojo 	We use Class Dojo to promote positive recognition of good behaviour. Children who demonstrate the expected standards of behaviour in line with our core values may receive 1 dojo point. Children who demonstrate 'over and beyond' expectations may receive up to 5 Dojo points. In addition, staff may add their own recognition points on Class Dojo as appropriate for their class.
Head teacher Award	For something ' Outstanding ' and beyond the realms of dojo points Can be for schoolwork or an outstanding piece of homework or personal achievement.
Hall of Fame Award	Each half term children are chosen from each class to receive a Hall of Fame Award for consistently working hard, demonstrating our school values or for another worthy achievement

8.4 What constitutes misbehaviour?

The definitions of behaviour are outlined in section 3. However, we feel it is important to outline what we believe constitutes misbehaviour and how this aligns with the rights of the child.

- Behaviour which compromises the safety of others – [Article 19 of the UN Convention on the Rights of the Child \(protection from violence and abuse.\)](#)
- Behaviour which interrupts the teaching and learning of others - [Article 28 of the UN Convention on the Rights of the Child \(Right to an Education.\)](#)
- Behaviour which harms the mental health or emotional wellbeing of others – [Article 19 of the UN Convention on the Rights of the Child \(protection from violence and abuse.\)](#)

- Behaviour that damages school property or the personal property of others.
- Behaviour that discriminates against any pupil with a protected characteristic. ([Article 2 of the UN Convention on the Rights of the Child \(Non-Discrimination.\)](#))

8.5 Consequences

At Church Hill, we use consequences not punishment to address poor behaviour. Using Consequences:

- Allows for a growing understanding of cause and affect
- Remove the label 'bad' or 'naughty child' who needs to be 'punished'
- Allows the child the opportunity to begin to understand how their behaviour affects others and their surroundings without shame
- Reduces the child's fear of failure/shame (if done in private and without public humiliation)
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At all times, the emphasis is on making good choices about behaviour. For the vast majority of children a gentle reminder or nudge in the right direction is all that is required. However, we recognise there may be times when some children make choices that affect the rights of others and disrupt the core values we uphold.

Below you will see the typical consequences that are used:

Non – verbal signal given by staff

Verbal reminder
(refer to class charter / school values)

1st warning
5 minutes time out in the classroom – reminder of correct behaviour
Supervised by class teacher

2nd warning
If behaviour continues, time out will be taken in another classroom
Pupil to self-reflect
Incident is discussed with parents

Red warning
Pupil has 15 minute lunchtime or playtime seclusion with SLT Member
Parents are notified by class teacher of consequence

For '**exceptional behaviour**' e.g deliberate hurting, or any breaches of values / childrens rights then internal seclusion for part of the day may be necessary
SLT Member will speak to parents and log incident on CPOMS

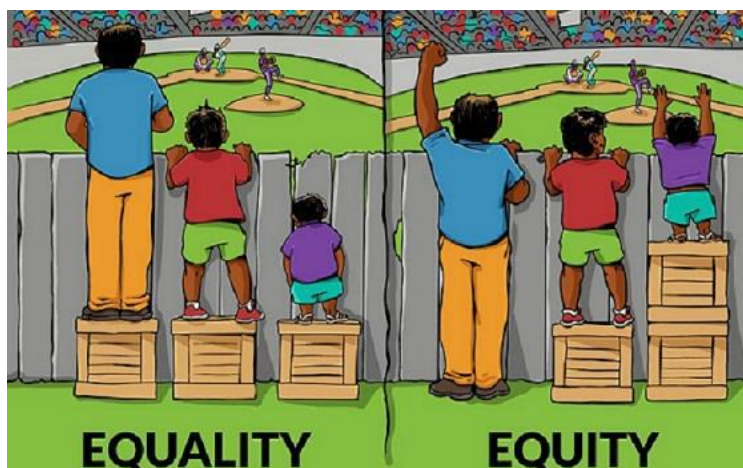
8.6 Individual Behaviour Plans

Equity not Equality

“WHY DOES HE GET A DIFFERENT CONSEQUENCE? THAT’S NOT FAIR!”

At Church Hill we recognise not everyone starts from the same place and not everyone has the same needs. Therefore, when deciding appropriate consequences it is important to understand the difference between *Equality* and *Equity*.

Equity is giving everyone what they need to be successful. *Equality* is treating everyone the same.



Our aim is to promote fairness and equality but with an understanding of the child’s needs, age, social, emotional or mental health issues. This means some children will require additional support in addressing specific behaviours. In this case, these children will have bespoke positive behaviour plans and consequences that may include rewards to reinforce positive behaviour.

9. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In the first instance, our response will be to re-educate perpetrators and provide opportunities for mediation between the victim and perpetrator. Further incidents will lead to more serious sanctions.

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

10. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

11. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the BEP Child Protection and Safeguarding policy for more information on responding to allegations relating to staff members. (See section 8 and 14 Whistleblowing and Appendix 2).

12. Exclusions from School

A decision to exclude a pupil from school will be taken:

- In response to a serious or persistent breach of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in school.
- If allowing the pupil to remain in school would pose a risk of harm to the pupil, staff or others in school

Please see the Bradgate Education Partnership Exclusion Statement on the school website for further details

13. Lunchtime

- a. At lunchtime, supervision is carried out by Lunchtime Supervisors. They manage behaviour in the first instance but where needed can seek the support of the class teacher or a member of the Senior Leadership Team.
- b. **Lunchtime Rewards**
- **Stickers** – adults will have stickers that they can give to reward and encourage good behaviour such as using manners, waiting patiently, eating sensibly
 - **Certificates** – each half term adults will nominate a pupil for a special mention in our Hall of Fame Assembly. Certificates will include pupil name, staff name and reason for the award. Where possible the reason will be linked to our learning habits and values
- c. **Lunchtime Sanctions - ABC**

A	A QUIET WORD	<p>A quiet word will be used when somebody 'gets carried away'. This involves telling pupils what is not acceptable without 'telling them off'.</p> <p>Adults will: 1. Listen if a learner wants to explain. 2. Remain quiet and calm. 3. Be crystal clear about expectations 4. Leave learners with a smile.</p>
B	2 MINUTE REFLECTION & APOLOGY	<p>This is used when expectations / or school rules have been made clear but the learner decides not to follow them. It is deliberate/ pre-meditated misbehaviour. It becomes 5 minutes ONLY if the pupil is un-cooperative or cheeky etc.</p> <p>Adults will explain what was unacceptable and the learner will have a 2 minute time-out accompanied by the staff member quietly. The learner will be asked to apologise and reflect on what they did, accept that they were wrong, show respect and take responsibility. At the end of the reflection period the adult will end the period positively with a thank you.</p> <p>If the learner refuses to co-operate and show the adult respect then the adult will give them a warning. If you do not do it now it will be 5 minutes.</p> <p>If the learner still refuses then the reflection period becomes 5 minutes.</p>
C	THIS IS RED LINE BEHAVIOUR	<p>Crossing the line may be seen as swearing, bullying, racism, violence, outright defiance (e.g. refusing 5 minutes reflection with an adult).</p> <p>The learner is sent to a member of the Senior Leadership Team. Following discussion and reflection time with the HT the learner will return to the lunchtime adult, reflect for 2 minutes and apologise. (This will happen at the next break if the problem occurred at the end of break)</p> <p>The adults on duty deal with playtime and lunchtime problems, at playtime and lunchtime.</p>

You have been placed on a monitoring card because your behaviour or learning is becoming a concern to staff. Your behaviour and learning will be monitored until the staff and your parent(s) are happy that there is an improvement. Your class teacher and phase leader will discuss why you need to support and decide on the appropriate consequences. These may be different for each child but could include:

- Missing playtimes and lunchtimes
- Missing clubs
- Playing on a different playgrounds
- The length of time you are being monitored for

Your consequences for the period of monitoring will be:

Your Phase Leader will be checking in with you on regularly to see how well you are doing.

The child:

The parent:

The teacher:

Behaviour and Learning Monitoring Card

Name:

Year Group:

Class:



Behaviour and Learning Monitoring Card

Name:	Class:	Date:
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Behaviour Targets							
Monday	Session 1	Breaktime	Session 2	Lunchtime	Session 3	Session 4	Parent Signature
Tuesday							
Wednesday							
Thursday							
Friday							
Teacher Comment:							
Next Step:							

Individual Behaviour Plan

Pupil's name		D.O.B.:		IBP Date	___ / ___ / ___	Review e	___ / ___ / ___	IBP No.
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Year up:	Teacher	Other Staff Working with pupil	SEN Stage (None, Support, EHCP)
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Area(s) of Need (mark appropriate boxes)

Communication/Interaction		Social/Emotional Behavioural		Cognition/Learning		Physical		Sensory	
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Challenging Behaviour	Targets	Strategies for Positive Behaviour
<i>What does it look like?</i> <i>What triggers it?</i>	<i>What are we working towards?</i> <i>How do we get there?</i>	<i>How do we maintain positive behavior?</i> <ul style="list-style-type: none"> Phrases to use Rewards, motivators
Early Warning Signs	Reactive Strategies	Support After an Incident
<i>How do we prevent an incident?</i> <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment) 	<i>How do we diffuse the situation?</i> <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques 	<i>At what stage should another member of staff be informed?</i> <i>Who should this be?</i> <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>

Agreement

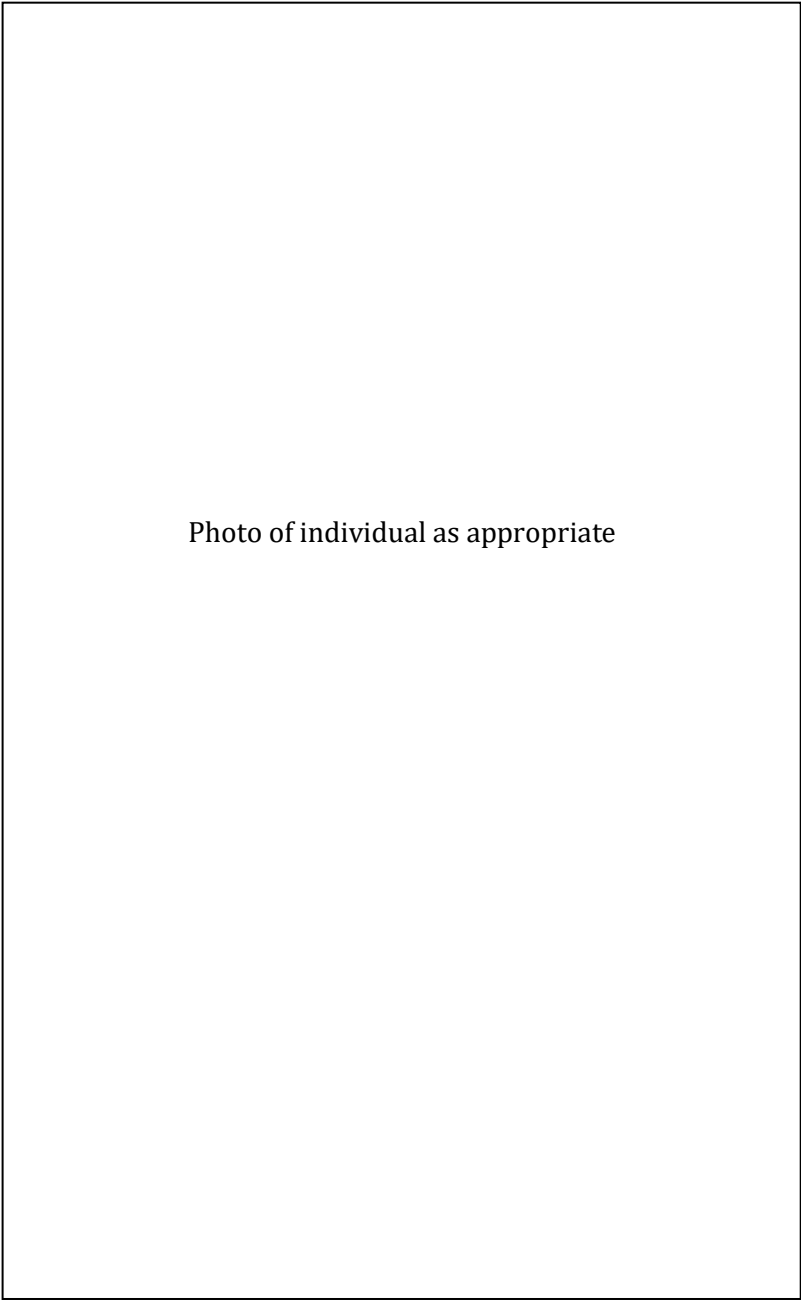
Parent Name		Staff Name	
Parent Signature		Staff Signature	
Date		Date	

Skills and Talents	Achievements
Likes	Dislikes
Other Key Information (e.g. family background, medical factors etc)	

Log of Incidents			
Date	Antecedent Describe what was happening before the behaviour occurred.	Behaviour Describe what the pupil is actually doing. Describe where it occurred, who was in the room, and how long it lasted.	Consequence Describe what the other adults/pupils do. Describe how the pupil responds to this.

What: Targets to include Success/Exit Criteria (3-4 Targets)	How: Strategies/Activities/Resources	Who/When/Where: Input, Frequency/Duration/Location	Achieved?			
			Yes	No	Part	Date

Risk Assessment and Positive Handling Plan



Name of pupil :	Name of Teacher:
Year group:	Date of plan:
Date of Birth:	Review Date:

Strengths and Interests

Identification and Assessment of Risk

Why is it necessary to have a behaviour management plan?

Describe behaviours likely to be exhibited

Who / what is affected by the risk?

In what situations does the risk occur

Trigger Behaviours (Describe common behaviours/situations which are known to have led to de-escalation techniques/positive handling being required. When is such behaviour likely to occur? E.g. Teasing from others pupils)

Warning Signs (Describe and behaviour that may be observed)

Describe Behaviour	How Likely is the risk to happen? High = daily / more than once a day Medium – Weekly Low – less than once a week.	How great is the risk to others? High = potential to serious injury to others, self and property Medium = some potential to injury and harm Low = Prevents learning – no risk of injury

Are there any medical or emotional considerations to be aware of?

Preferred De-escalation Strategies: (Describe CALM Strategies that, where and when, should be attempted before positive handling techniques are used). Tick and add details if required.

Verbal Advice/Support		Distraction		Reassurance	
Planned Ignoring		Contingent Touch		CALM talking/stance	
Time Out Offer		Time out Directed		Transfer to another adult	
Reminder of Choices/Limits/Consequences		Humour		Success reminder	

Positive Handling Strategies (Team Teach physical interventions)
(Interventions to respond to adverse outcomes)

Single person holds and escorts		Two person holds and escorts	
Bar and Gate		Single Elbow	
Caring C		2 Person Double Elbow	
Help Hug		Response to deliberate dead weight	
Steering wheel / guide away			
Cradle Hug			
Small child escort/hold			
Single Person Double Elbow			

Other Strategies:	Manipulation of Jaw (Bites)	
	Responding to biting or head-butting	
Additional Advice		

De-Briefing Process following incident	
Physical Condition: Monitor/checked by first aider	
Advice on counselling: Refer to...	
De-Brief Structure. Pupil, Other pupils, Staff.	
Recording & Notification Required: Team Teach Bound & Numbered Book and Incident Form	

Signature of Head teacher
Signature of Parent(s)