

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

Littleton C of E Nursery and Infant School

'Let all that you do be done in love'. 1 Corinthians 16:14



Behaviour Policy

"Let all that you do be done in love." 1 Corinthians 16:14

We believe in the God given uniqueness of every individual and value them within a loving and inclusive Christian learning community.

Through our love of God, we are all shaping our school, so that each of us can flourish, achieve, develop resilience and contribute to life in all its fullness.

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

Littleton C of E Infant School

‘Let all that you do be done in love’. 1 Corinthians 16:14



In consultation with pupils, parents, governors, community members and staff our vision and values were generated.

Vision

Our vision is:

We believe in the God given uniqueness of every individual and value them within a loving and inclusive Christian learning community. Through our love of God, we are all shaping our school, so that each of us can flourish, achieve, develop resilience and contribute to life in all its fullness.

Values

FRIENDSHIP

RESPECT

PERSEVERANCE

FORGIVENESS

COMPASSION

COURAGE

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

Littleton C of E Infant School

A Christian School driven by its Vision and Values

Behaviour Policy

The governors of Littleton C of E Infant School are committed to promoting the safeguarding of all children and the values of respect, fairness and social inclusion. They are committed to eliminating all forms of discrimination, harassment and bullying, and to promoting the welfare of children and good relations across the school community. All children including looked after children, children with SEND, physical or mental health needs, will receive behavioural support according to their need.

Aims

Littleton C of E Nursery and Infant School regards the behaviour policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest. We believe in the transformational power of positive relationships for learning. This approach underpins our beliefs in the redemptive power of Christ and the potential to learn from our mistakes in a safe and secure environment.

Our aims are as follows:

- All members of the school community feel valued and respected in a loving Christian environment
- Children will be in a happy, safe, and secure environment where all children can flourish
- Every member of the school community will be treated with love, respect and equity

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

- All members of the school community work and learn together in a respectful and loving environment
- All adults will act as positive role models for children

Principles of the Littleton Approach to positive behaviour and relationship for learning

Our policy is underpinned by the following Christian values:

Care for ourselves

Care for each other

Care for our world

Through our love of God

Our policy is based on the following principles and beliefs:

- Behaviour, learning and relationships are interwoven
- Behaviour is learnt and therefore not fixed
- We use the language of 'good choice', 'bad choice', 'wobbly choice' (choices can change)
- Praise motivates; criticism lowers self-esteem
- Clear expectations are the most effective way of promoting good behaviour
- Rewards work better than punishments
- We label the behaviour and NOT the child ~ we do not use the word 'naughty'

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

As staff we need to:

- Plan for learning that engages and promotes good learning behaviour
- Develop, model and sustain positive relationships with both adults and children alike
- Model the behaviours and Christian values we want to see
- Use the language of choice and consequences
- Focus on the behaviour and not the child
- Give clear expectations of good behaviour
- Be proactive and NOT reactive in order to pre-empt bad behaviour
- 'Catch them being good' and then rewarding good behaviour
- Adhere to the school policy consistently across school
- Recognise the needs of individual children and that some may need a multi-layered approach that includes nurture and a focus on their emotional health and wellbeing
- We adapt our approach to behaviour and relationships to learning in a highly individualised way
- Model and notice redemption e.g. when children have changed to a positive choice

Rewards

We believe that rewards are more effective than sanctions and that they can be an important tool in motivating children to make the right choices. We believe that rewards come in many forms and may not always be material!

We use the following rewards in our school:

- Use of the sun, cloud, star peg system in each class
- In class reward systems such as marbles in a jar
- Verbal praise
- Thumbs up/whoosh/shooting star/clap from the class etc
- Reporting good behaviour or showing learning to another member of staff

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

- Inform parent/carer at the end of the day
- Note in home/school book
- Reward stickers
- Headteacher Awards
- Individual Reward Systems for 'hard to reach children who may need more intensive behaviour management systems and support

Sanctions

- Verbal warning given ~ "If you do not change your choices then I will move your name onto the cloud."
- Peg moved to cloud
- Incremental minutes off playtime/Golden Learning
- Referring the child to a senior member of staff
- Phone call home to parents
- Meeting with headteacher, parent and child to have a learning conversation

If a child's peg is moved to the cloud then they have a chance to change their choices and have their peg moved back to the sun or star. At the beginning of each new day the children's names are moved back to the sun for the start of the new day.

The role of the Governors

The governing body has the responsibility of setting down the principles that the behaviour policy is based on and of supporting the headteacher in carrying out the policy, giving advice where necessary.

The role of the Headteacher and Senior Teacher

It is the responsibility of the headteacher to implement the policy consistently across the school, and to report to governors on its effectiveness. The headteacher must also support the staff in the implementation of the policy and set the standard for behaviour, and be responsible for the implementation

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

of the School Rules. The headteacher should also arrange any training that is required by staff.

The role of the Class Teacher and Support Staff

It is the class teacher's responsibility to ensure the implementation of the policy in their classroom, giving direction to support staff if necessary. The class teacher should have high expectations of behaviour at all times and follow the principles of behaviour and relationships for learning (as noted in policy) in all their dealings with children. The class teacher should also spend time with their class developing their own class rules (underpinned by our Christian Values) which incorporate the Core Values Tree in each classroom. The class teacher will be responsible for carrying out any individual reward or behaviour management systems as directed by outside agencies and specialist advice or the headteacher/SENCO.

The role of parents

The school at all times seeks to work collaboratively with parents and believes in the transformational power of strong and trusting relationships. It is vital that children receive consistent messages about expectations for behaviour at home and at school. If the school has to use reasonable sanctions on a child, parents should support the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and finally the school Governors.

Induction of new children

Children who start in the foundation stage have induction arrangements covered in the Foundation Stage Policy.

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

Fixed-term and permanent exclusions

Where the behaviour of a child consistently puts the safety and education opportunities of themselves or others at risk and where every effort has been made to work with the child and their carer or parents to improve the behaviour, the Headteacher may implement a fixed term or permanent exclusion. Surrey County Council guidelines will be followed at all times and advice from the Inclusion Team will be sought prior to the exclusion being issued.

Responses to Challenging Behaviour

Minor incidents:

- Non compliance to a reasonable and understood request
- Inconsiderate behaviour towards others
- Minor disruption
- Distracting others
- Inappropriate language
- Minor verbal aggression
- Inappropriate touching

Responses must include one or more of the following, which will feed the needs of individual children:

- Praise the appropriate behaviours of others
- Ignore inappropriate behaviour and praising/rewarding behaviours 'catch them being good'
- Diffusion-diversion to an appropriate task
- Move within a group
- Move to another area of a room
- Verbal/visual reinforcement of expected behaviour
- Withhold reward
- Verbal response/expression of disapproval with reasons, use the language of 'choice' e.g. 'why did you choose to do that?'

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

Repeated or major incidents e.g.

- Extreme swearing or abuse towards children
- Repeated/continued refusal to comply to a reasonable request or routine
- Disruption to the lesson/learning of others
- Total refusal to learn
- Verbal aggression (offensive language shouting or screaming)
- Threatening behaviour/intimidation
- Inappropriate physical aggression i.e. touching, poking etc.
- Minor damage to property
- Hiding (absconding)
- Bullying (It is the school responsibility to distinguish between bullying and falling out) – See Appendix 1 for definition of bullying

Responses may be as above, but may also include one or more of the following:

- Allow an individual time/space to calm down
- Loss of reward/privilege
- Forfeit playtime or 'Golden Learning'
- Moved from class/hall

Serious/potentially serious behaviour incidents:

- Violent fighting
- Persistent threatening or intimidating behaviour
- Physical assault on peers
- Physical assault on staff
- Serious damage to property
- Self injury

Responses may include those above but may also include:

- Inform parents verbally or by letter home

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

- Begin individual behaviour monitoring book
- Inform and involve Headteacher or Senior Teacher
- Parents/other agencies may be required to attend school to agree a 'Behaviour Management Plan', which should include positive responses and strategies.
- Non confrontational approach allowing individual space and time to calm down.
- Physical intervention following LA guidelines
- Use of time out (monitored)
- Phone parents
- Parents required to attend meeting with Headteacher
- Short term exclusion to be considered by Head as last resort in case of very serious incidents or persistent incidents
- Parent/Agencies to attend school to formulate and agree Behaviour Management Plan with parent and pupil involvement

Recording Incidents

All serious incidents will be recorded in the School Incidents Books kept in the headteacher's office. A full record of the incident will be written up by the staff member involved and will be signed and dated.

A serious incident is defined as:

Bullying

Racism

Swearing

Fighting

Assault

Possible indication of Radicalisation

And any other incident deemed, by Senior Leadership, to be of a serious nature.

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

The class teacher or member of the Leadership team will ensure the parent is informed.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

Pupil Support

At Littleton we recognise our legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently our approach to challenging behaviour may be adapted and differentiated to meet the unique needs of the pupil.

The school's SEND co-ordination will build a profile of a pupil who is struggling and showing challenging behaviour to determine whether they have any underlying needs that are not currently identified or diagnosed.

Where necessary, support and advice will be sought from Surrey specialist teacher team (Inclusion and Learning and Language), the school's educational psychologist, CAMHS and any other outside agencies that are deemed appropriate.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

School System of Behaviour Management

At Littleton we reinforce positive behaviour management through consistent use of system outlined below.

In order to manage the children's behaviour we have school and class rules. School values are very simple and built around the Christian principles of care, compassion and redemption. They are prominent throughout the school and referenced in Acts of Worship and assemblies. We also have whole school discussions about what happens when these rules are broken.

Each class has a Promise Tree and they make promises to themselves, each other and the world through discussions with their classteachers.

Littleton C of E Nursery and Infant School is committed to the safeguarding of our pupils and staff

Appendix 1

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involved 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 |
| Radical | Racial taunts, graffiti, gestures |
| Sexual | Sexual harassment or abuse |
| 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 |