



CHRIST CHURCH CE INFANT SCHOOL BEHAVIOUR MANAGEMENT POLICY

Date Reviewed: Spring 2018

Date to Review: Spring 2019

Behaviour is the way in which one acts or conducts oneself, especially towards others. Oxford Dictionary.

Staff at Christ Church are committed to ensuring that the school environment provides all children and staff with an access to learning and wellbeing. Through its Christian distinctiveness and promotion of gospel values the school's mission is to create a positive environment where all can succeed, with a strong sense of community cohesion, cooperation and mutual respect. The school strives to develop an ordered, trusting, supportive and caring school that bases its practice upon a shared understanding of others. Promoting of these commitments is through setting consistent, predictable and high expectations of behaviour throughout the school. The school are dedicated to ensuring inclusion occurs, where every child and adult feel comfortable to voice their opinions, are listened to and feel they are fairly treated.

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support children in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital for children to carry with them both during and after their school years.

This policy extends to all members of the school community and has been devised in agreement with staff, children, governors, parents and carers.

1. Aims

This Behaviour Policy aims to:

- ensure the standards of behaviour expected are shared with the school community
- ensure all adults and children support and promote the principles underpinning the policy
- ensure boundaries, sanctions and rewards are consistent and understood by all
- enable children to develop reasoned, self-discipline and socially acceptable behaviour, demonstrating respect towards each other and adults
- allow all to reach a high level of self-esteem where they are happy, feel good and enjoy each other's company
- maintain high standards of appearance and orderliness around the school, encouraging children and adults to take a pride in themselves, their school and the wider community.

2. Responsibilities

Legal Guidance and Responsibilities

The Department of Education guidance, '*Behaviour and Discipline in Schools; Advice for headteachers and school staff (February 2014)*' has been read and used to guide the school on

their legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Children are expected to:

- listen to or read and sign the Golden Rules in the Home School Agreement to show that they have understood what is expected of them and that they will try their best to follow them
- talk about the Golden Rules in class
- participate in discussions in school, and at home, that are aimed to develop understanding of the Golden Rules and the behaviour policy
- follow the Behaviour Policy and Golden Rules whilst in school, on off-site visits, and to and from school
- support other members of the school community in promoting the expectations of good behaviour
- school work and homework should be well presented, completed to a high standard, and handed in on time. If children are struggling with their learning for any reason, they or their parents/carers should discuss this with the classteacher who will work with them to draw up a support plan.

Parents and carers are expected to:

- carefully read and sign the Home School Agreement to indicate that they will respect and support the school's expectations and the authority of the school staff
- know the Behaviour Policy and actively support it through discussing it with their child(ren) as appropriate and role modelling, leading through example, the expectations whilst in school
- encourage their child(ren) to adhere to the school's expectations, that they are in school on time, appropriately dressed, rested and equipped.

Staff in school are expected to:

- set high standards of professional behaviour, politeness, self-discipline and respect to all
- listen to children , making it clear through their response that children ' comments are being taken seriously and are of importance
- actively support the Behaviour Policy through discussing it with children , role modelling the expectations at all times in and out of school, leading through example.
- discipline children whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- discipline children at any time the pupil is in school or elsewhere under their charge
- apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management
- report concerns related to behaviour of children , staff, governors and parent/carers to the relevant member of the LT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing).
- will endeavour to **label the behaviour not the child** eg 'that was unkind', not 'you were unkind'
- will be alert to signs of bullying and racial harassment and will deal firmly with and alert other staff to such problems
- will deal sensitively with pupils in distress, will listen to them and deal with any incident appropriately in accordance with processes rules and sanctions
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties
- review the needs of vulnerable children through the weekly evaluation

Governors are expected to:

- refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate all issues.
- know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

- The Governors of the school **must ensure** that the behaviour policy is followed in the school. The Governors **must make and review a written statement of general principles** to which the Head of School **must have regard** in determining any measures to promote good behaviour and discipline. Before making this statement, the Governors **must** consult the Head of School, other paid and unpaid members of the school workforce (as deemed appropriate by the Governors), pupils of the school, parents of pupils at the school and school partners. The statement of General Principles will include respect, fairness, social inclusion, tolerance, equality, improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, promote welfare of all pupils and good relations across the school community. Vulnerable pupils, including looked after children (Children in Care), children with SEN, physical or mental health needs, will receive behavioural support according to their need.

School expectations that apply to all times and to children, staff, parents, volunteers and visitors

- always be on time.
- maintain a good attendance. Pupil regular attendance is expected by law and the school takes attendance very seriously. A register is taken at the start of each lesson and disciplinary action will be taken against any pupil who is discovered to be truanting. More information can be found in the school's Attendance Policy.
- unauthorised absences will be managed through applying the government's guidelines on School Attendance and Absence (available at <https://www.gov.uk/school-attendance-absence/legal-action-to-enforce-school-attendance>)
- keep appearance smart and tidy; children to wear regulatory school uniform at all times to and from school
- be polite and respectful at all times.
- consider of all others within your environment.
- take care of your environment; keep it tidy. Place litter in the bin.
- health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.

The following items are not allowed in school

- alcohol
- drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy)
- items that can be smoked, such as cigarettes, cigars
- matches, lighters
- chewing gum
- weapons
- material that is inappropriate or illegal for children to have, such as racist or pornographic

3. Behaviour Outside of School

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

The school cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Christ Church pupils and will endeavour to involve parents/carers.

4. Behaviour Management

School Expectations

The Golden Rules have been compiled in consultation with all children. These expectations occur in all classrooms and in all areas of the school.

- ❖ We are kind, helpful and take care of each other
- ❖ We speak kindly and politely and listen to each other
- ❖ We look after our school building, our equipment and grounds
- ❖ We move around carefully and safely being aware of others
- ❖ We always try to do our best to work hard and play well

Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to children than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. In order to provide this, the school manages behaviour through positivity. To do this, adults and children

- work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil
- acknowledge and celebrate the talents, gifts and differences between individual children
- are always asked to do the best they can. Staff members' will teach and facilitate this behaviour
- praise and reward appropriate behaviour
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice
- restorative practices are used as a proactive measure, de-escalate situations and to explore, restore and repair relationships.

Rewards

The school recognises that a positive learning environment can be created by recognising positive efforts, praising children and building mutual respect between staff and children, and between children themselves.

Individual Rewards

The following rewards are available for use by all staff:

- verbal praise
- sticker for the pupil to wear
- sending pupil to another member of staff or Head of School to be praised
- certificates are awarded for good work, good behaviour and effort.
- end of year certificates for attainment, effort and good attendance

Whole Class Rewards

- Golden Time is earned through following the Golden Rules; good behaviour and working hard.

Team Rewards

- Sports teams and other teams representing the school are given performance awards during Achievement Assemblies.

Lunchtime Rewards

It is important that the expectations in the Behaviour Policy are reinforced at lunchtime. These are reinforced through rewards such as

- verbal praise
- given responsibilities
- stickers
- going first in the line

Sanctions and Consequences

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. The school does not issue whole class sanctions. See appendix D

5. Isolation

The school has an isolation policy which will be used for children who have displayed behaviours that warrant this sanction. As with all other sanctions, the school will ensure the health and safety and requirements in relation to safeguarding and the pupil's welfare. Periods of isolation will be for a maximum of one school day. The time in which the children spend in isolation is used constructively, with their class teachers preparing work for them to complete.

6. Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of children's social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying Policy; a copy of which can be obtained from the school offer or on the school's website.

7. Children with Special Education Needs and Disabilities

Those children with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some children may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These children will have been brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual children are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy.

8. Transition

Managing Pupil Transition

We carefully manage the transition of children as they progress from one year group to the next and, to a greater extent, from Early Years through to Key Stage One, from Key Stage One to their junior schools. Children have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for children with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with our feeder schools and children are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with key personnel to ensure smooth transition for children. Not only are children prepared for the academic transition of moving to their next school, but also the social side. Ex-pupils come back to talk to the current children.

9. Involvement with Outside Agencies

The school will undertake reviews of the needs of children and involve external agencies, such as the Behaviour Support Specialist Teachers and Educational Psychology Service, where it is

deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

10. Physical Contact With Children

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Use of Reasonable Force

Reasonable force covers the range of actions used by teachers that involve a degree of physical contact with pupils. Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of children may use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort and school staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

. Reasonable force may be used for control or restraint:

- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

In the event of a situation which called for physical intervention being necessary by a member of staff, they will complete a 'Declaration Form' which will be submitted to the Head of School and supervision will be offered as necessary. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so. See Appendix B

Screening, Searching and Confiscation

Following the guidance as provided in the Education and Inspection Act 2006 and the Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (February 2014), state that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that children and adults are in a safe and secure environment when they are in school and any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the Head of School, or a staff member who has been authorised by the Head of School, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or

files may be erased before returning the item to the owner if they believe there is good reason to do this.

11. Allegations Against Staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation. The school will follow the procedures of the Surrey Safeguarding Children Board, *Allegations Against Staff, Carers and Volunteers* http://sscb.proceduresonline.com/chapters/p_alleg_staff.html

12. Communicating the Policy to Parents/Carers, Staff, Volunteers and Children

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and children so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and children
- School expectations will be placed in prominent places in all areas of the school and also in the Home School Agreement information of which parent/carers are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class, when children sign to agree the Golden Rules, as well as during whole school assemblies
- The policy will be reviewed at the beginning of each school year, to ensure that all staff and children are fully aware of its contents and are implementing it consistently.
- For clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and children are asked to discuss this with a member of staff.

13. Recording Incidents

Incidents will be recorded if the use of force has been applied. Also when an incident has occurred which has resulted in personal injury, damage to property or of a serious nature.

14. Race Equality and Equal Opportunities

The school are committed to tackling racial discrimination and to promoting equality of opportunity. Any incidents of a racist nature will be dealt with following the Policy and parents/carers will always be informed if their child has been involved in a racist incident.

15. Monitoring and Evaluating

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and children; formal data such as the number of children receiving sanctions; number of individual behaviour plans in place and through specific monitoring by staff and governors.

16. Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school's office and also on the school's website.

17. Relationship With Other School Policies

This policy must be read in conjunction with the school's Attendance, Anti-Bullying, Complaints, Safeguarding Children, Single Equality Scheme, Exclusions Policy, Medication, SEND Policies as well as the Home-School Agreement.

Signed by _____

Chair of governors Date _____

_____ Head of School

Date _____

This policy will be reviewed annually. It will be available from the school office as well as through the school's website.

18. Supporting Documents

As well as the policies and documents referred to within this policy, the following documents have been used in order to provide compulsory and legal guidelines for managing behaviour in school.

- Behaviour and Discipline in Schools. Advice for headteachers and school staff. February 2014
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour and Discipline in Schools -a guide for headteachers and school staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour_and_Discipline_in_Schools_-_a_guide_for_headteachers_and_school_staff.pdf)
- The Education Act 2011
<http://webarchive.nationalarchives.gov.uk/20130802140618/https://www.education.gov.uk/about/departmentalinformation/educationbill/a0073748/education-bill>
- Education and Inspections Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/contents>
- Use of Reasonable Force. Advice for headteachers, staff and governing bodies. July 2013 (a)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf
- Screening, Searching and Confiscation. February 2014
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching screening confiscation advice feb14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf)

Behaviour Log

Week commencing:

Please return to the office on Friday afternoon to MM pigeon hole. Thank you.

<p>Misbehaviour codes: B1 Fighting B2 Disruptive behaviour/ rough play B3 Minor damage to property (e.g - breaking ruler, scribbling on a book, own or others) B4 Refusing to co-operate, work or follow instructions B5 Rudeness, being argumentative, showing a lack of respect B6 Shouting/inappropriate language B7 Inappropriate behaviour B8 Spiteful, selfish, uncaring behaviour B9 Interrupting or talking excessively during lessons. B10 Distracting or provoking others B11 Unsatisfactory effort B12 Taking property from other people, or from school B13 Talking during assembly / singing</p>

Lesson code: English EN, Maths MA, Playground PL, lunchtime LU, Phonics PH, PE, Creative Workshops CW, Dance DA, General Class GC

Date and time	Name of child	Details of incident, including code and outcome	Where	Lesson	Initials of adult

Please circle: Yellow Red Green Blue Playground / Canteen Hall

Appendix B

Positive Handling and Physical Intervention recording and reporting form

Child's name		Class/group	
Date and time of intervention		Time span	
Location		Report Compiler	

Name of staff involved	
Name of witnesses (staff)	
Name of witness (CYP)	

Reasons for interventions	(Please tick)
Prevent or disrupt a criminal offence	
Prevent personal injury or injury to others	
To prevent damage to property	
To prevent disruption to learning and good order	

Antecedents (a concise description of events leading up to the incident/intervention)

De-escalation techniques used			
Tactical ignoring		Reminder of consequences	
Verbal advice/support		Language of choice	
Distraction		Time out offer	
Appropriate humour		Time out directed	
Rule reminder		Support from additional adult	
Other techniques used (detail)			

Nature of physical intervention (School to insert language relevant to training received)

Please ensure that this record is made available to Local Authority Officers and are kept for 7 years. This form should be completed in order to record all physical interventions that may be carried out at our school. However, if an injury is sustained by a child or member of staff, the County Council Incident report form should be completed. This will then be forwarded by the school office.

Our Vision

To be an outstanding, distinctively Christian school; where each child achieves their full potential with confidence, independence and enthusiasm.

Our Mission

To create a positive environment where **all** can succeed.

Our Values

- Child centred
- Love of learning
- Valued and committed team

We are Christ Church; great things happen when we work together



Parents and Guardians will always do our best to:

Support

- Support the school's policies and guidelines for behaviour and support the school if sanctions become necessary
- Support my child in homework and other opportunities for home learning
- Support the governing body and PTA in fundraising and other activities
- Get to know about my child's life at the school, read letters sent home and act upon them

Ensure

- Ensure that my child attends school throughout term-time unless prevented from doing so by illness or other agreed reason, is on time and is appropriately equipped and dressed
- Ensure my family holidays are taken only during the official extended holiday periods
- Fully supervise my child and other children I bring on to the school premises before and after school
- Drop my child off at the classroom door before the bell at 8.55a.m
- Inform the school early in the morning if my child cannot attend because of illness and follow this with a letter

Work in partnership

- Let the school know about any concerns or problems that might affect my child's work or behaviour
- Foster a positive attitude towards education and the school and encourage my child to keep the school rules
- Work in partnership with the school to develop positive attitudes towards those from different cultures and races and with different feelings, values and beliefs
- Attend parents' evenings and discussions about my child's progress
- Attend curriculum workshops to support my child's learning

School staff will always do our best to:

Provide

- Provide a safe secure and caring school environment
- Provide an appropriate, inspiring curriculum that enables every child to enjoy learning
- Value all pupils equally
- Encourage high standards of behaviour at all times and display the school's rules
- Teach children to develop a positive attitude towards everyone regardless of difference in gender, race, culture, belief, values, age, and need

Inform

- Send home an Annual Record of Achievement
- Arrange termly parents' evenings during which progress will be discussed
- Arrange workshops to inform parents about curriculum issues
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events
- Make all relevant school policies and information available to parents

Work in partnership

- Notify parents if a child is to be given extra learning support
- Contact parents/guardians if there is a problem with attendance, punctuality, equipment and uniform
- Let parents know about any concerns or problems that affect their child's work or behaviour
- Set and monitor home learning tasks

Pupils will always do our best to:

Follow the school golden rules:

- ✓ We are kind, helpful and take care of each other
- ✓ We speak kindly and politely and listen to each other
- ✓ We look after our equipment and our school building and grounds
- ✓ We move around carefully and safely and are aware of others
- ✓ We try always to do our best and work hard and play well

Tell an adult if our golden rules are not being followed. Talk to someone if we are feeling upset or lonely.

Rewards and consequences

A consistently applied “Rules, Rewards and Consequences” is adopted as a whole school approach.

Rewards

- **Rainbow Stickers** can be given to reward children whose behaviour exceeds that expected e.g. excellent manners, being helpful, showing great perseverance on a piece of work etc. Stickers are given out by any member of staff and the child’s name is moved on to the rainbow in class.
- **Star stickers** are given to a child if they are awarded a second rainbow sticker in a day. Their name is moved on to the star on the display and they collect a star sticker from the Head.

Teachers record the children’s names on the rainbow and star each day and these are entered in the Golden Book each week and celebrated in the Friday assembly.

- The **Golden Book** book is used to record outstanding attitudes and behaviour of pupils and each child will be included at least once each school year
- **Golden Time.** Each class has a golden time chart, which is clearly displayed in the classroom. At the beginning of the week every child has ten golden minutes on the chart. Minutes can be earned throughout the week for good behaviour and attitudes and their name not being entered in to the behaviour log. Minutes can also be lost for behaviour which breaks the agreed golden rules. Children can be given opportunities to earn back minutes they have lost throughout the week

In Yellow Class, golden minutes start in the summer term; for the first two terms stickers are given as rewards

- **Parents** will be informed of good behaviour through verbal feedback at the end of the day and written notes

Consequences

It is always important to target the behaviour and not the child. We recognise that some children need more support than others in order to behave well, just as some children need more support than others to learn well.

The school follows a clear procedure when dealing with inappropriate behaviour

- All children start on the Sunshine every day.
- If there is inappropriate behaviour children are given a verbal warning
- If after a verbal warning the inappropriate behaviour continues the child will move from the Sunshine to the Sun/cloud. If the inappropriate behaviour persists, then the child moves down further to the Raincloud. The child will miss time from breaktime or lunchtime and their name will be recorded in the Behaviour log. Their parents will also be informed. A child may improve their behaviour and as a result their name will move back up the chart, but the above actions will still take place.
- All names go back to Sunshine at the end of the day, ready for the start of the next day
- If the behaviour continues then the child will have time out at break or lunchtime, be sent to another class or the Head of School with appropriate work to do. The child’s name will be entered in the behaviour log
- If, however, a child has physically hurt eg kicked, punched, pinched then that child will immediately be removed from the classroom or playground for time out. The adult on

duty or the child's class teacher will talk to the child before they rejoin their friends and the incident will be recorded in the behaviour log

- Parents will be informed of concerns and to establish any underlying reasons for the behaviour
- Lunchtime supervisors record incidents of time out and the PSHE coordinator monitors the behaviour log. A termly summary is submitted to the Leadership Team and Governors
- Class teacher should inform the SENDCO of their concerns and the behaviour should be monitored to identify antecedent, behaviour and consequence (ABC). This will be reported via the weekly evaluation
- Additional support such as a target chart or similar resource can be introduced to target a specific behaviour that is causing concern. The emphasis should always be on positive reinforcement of good behaviour
- Targets should be shared with parents and a home school link book set up
- If the behaviour continues then outside support should be consulted through behaviour support services.

If the behaviour cannot be managed and becomes detrimental to the education and progress of the child and/or other children, the school would follow Surrey exclusion guidance.

At Christ Church Infant School we expect pupils to respect the rights of other pupils and adults in the school. We do not tolerate violence, threatening behaviour or abuse by anyone. Any such behaviour will be dealt with firmly and promptly and outside agencies will be involved as and when necessary.

Lunchtime Supervision

The lunchtime staff should also reinforce positive behaviour through loud praise and quiet reprimand. Stickers are given out for pupils who show good manners, care for others and who play co-operatively. Staff should give children who behave particularly well a rainbow sticker or put them into the Golden Book.

Staff should follow the following procedure when dealing with inappropriate behaviour:

- Staff should listen to each child involved in a dispute before making a decision about what should happen next. It is important to maintain respect for every child and to treat everyone equally
- Quiet verbal warning with a reminder about the expectation for good behaviour and what that is
- If the behaviour persists pupils should be given time out by the canteen door for a specific amount of time and the child's name entered in to behaviour log. Time should be spent explaining to the child why they have been asked to leave the playground. Where necessary, children should be helped to resolve disputes using restorative justice approaches
- Persistent bad behaviour should be reported to the class teacher and if necessary the Head of School should be informed
- If, however, a child has physically hurt e.g. kicked, punched, pinched then that child will immediately be removed from the playground for time out. The adult on duty or the child's class teacher will talk to the child before they rejoin their friends.

There is a range of activities available to the children at lunch times including:

- The woodland area (weather permitting)
- The adventure playground and trim trail with full supervision
- Activities, books, pencils, crayons and paper for use in the quiet area or picnic tables
- Small equipment - skipping ropes, stilts, soft balls
- Playground games (markings and pack of activities)
- Positive play equipment

Appendix E 1
Behaviour Chart



When a child has already been on the rainbow and is to be awarded again, they will be put on the stars, and visit the Head to collect a special sticker.



A rainbow sticker is awarded for extra special behaviour, showing of our school values or following of the Golden Rules.



All children start on the sunshine at the start of each day.



A child who has misbehaved having had a warning will have their name put on the sun cloud.



If a child whose name is on the sun cloud continues to misbehave, their name will be out on the cloud. For a serious offence, their name may go straight on the cloud.

Red		Amber	Green	Gold
<p>Inappropriate behaviours</p> <p>Repeated amber behaviours plus;</p> <ul style="list-style-type: none"> • taking things that don't belong to you • bad language • persistent disruptive behaviour • deliberately creating a disturbance • general refusal follow requests • offensive language or name calling • hurting others • fighting • telling lies • bullying • deliberately throwing objects • leaving the school without permission 	<p>Make the right choice</p>	<p>Not following the Golden Rules</p> <p>Low level inappropriate behaviours;</p> <ul style="list-style-type: none"> • calling out • stopping others from learning • interrupting when the others are talking • not listening • being unkind • being rude • hurting others • making inappropriate noises 	<p>Consistent good behaviour</p> <p>Good effort and attitude in class on the playground or in the community</p> <p>Following the Golden Rules</p> <ul style="list-style-type: none"> ✓ We are kind, helpful and take care of each other ✓ We speak kindly and politely and listen to each other ✓ We look after our school building, our equipment and grounds ✓ We move around carefully and safely being aware of others ✓ We always try to do our best to work hard and play well 	<p>Outstanding effort and achievement of behaviour</p>
Possible sanctions		Possible sanctions	Possible rewards	Possible rewards
<ul style="list-style-type: none"> ➤ Time out in another classroom. ➤ Time out at playtime. ➤ Put onto cloud and teacher informs parents. ➤ Include misdemeanour in Behaviour log time in inclusion room and parents called ➤ Sent to partner school with support adult to carry on learning in inclusion room ➤ Agree a plan with teachers and parents to improve behaviour 	<p>➤</p>	<ul style="list-style-type: none"> ➤ Put onto sun cloud , lose Golden Minute ➤ Time out in another classroom 	<ul style="list-style-type: none"> ✓ Praise ✓ Star of the week ✓ Team points ✓ Sticker ✓ Golden minutes earned 	<ul style="list-style-type: none"> ✓ Rainbow sticker ✓ Star sticker ✓ Golden time ✓ Praise ✓ Star of the week ✓ Head of School award ✓ Name in Golden Book ✓ Head of School write comment in home school link book