



## Little Missenden CE Infant School

### BEHAVIOUR POLICY

AUTUMN 2023

Our theologically rooted, Christian vision to be **rooted and grounded in love** is intrinsic in all we are and aim to be as a school. The children, staff, parents and governors work together as a team to build and maintain a positive environment so that all are able to flourish in a loving and hospitable community. Our behaviour policy is founded on the school vision and values, through which caring and responsible attitudes can develop and flourish. Good positive behaviour in a safe, friendly, peaceful and fair environment is essential for effective learning and teaching. We have high expectations with regard to the standard of behaviour and through consistent and meaningful reference to our vision we build an understanding of the boundaries of acceptable behaviour. We expect and encourage all members of our learning community to conduct themselves in a responsible manner, demonstrating self-control, consideration, courtesy and respect for others at all times. We expect the children to show respect for the school building and school property by helping them to create an environment they feel proud of and have part ownership of. We encourage all to consider if their words and actions are rooted and grounded in love.

#### Aims

The aims of our school behaviour policy are:

- To maintain safety and well-being of all.
- To promote a shared understanding of our vision and its application to behaviour.
- To develop a sense of self-discipline and an acceptance of the responsibility for their own actions.
- To create conditions for an orderly, enjoyable community in which effective learning can take place, where there is mutual respect between all members, and where there is proper concern for the environment.
- To create a shared clear and consistent understanding of boundaries and appropriate sanctions and rewards
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The impact of our policy will be that the community of Little Missenden Infant school will be rooted and grounded in love. Everyone will feel nurtured and have room to grow and flourish, fulfilling their full potential in a safe and positive space.

We believe that high standards of behavior and effective discipline can only be achieved in context of care, understanding and mutual respect, rooted and grounded in love. Everyone must work hard and priorities building positive and lasting relationships to create an atmosphere in which all can feel nurtured, grow and flourish.

An important part of our approach is to explicitly teach the children how to recognise and respond to those intense emotions and impulses that can lead to negative behaviours. We teach children about their emotions using the Zones of Regulation scheme. By organising feelings, states of alertness and energy levels into four coloured zones, the scheme makes it easier for children to identify and articulate their emotions and to learn specific strategies for regulating their responses. A key element of this approach is that all the Zones are okay and that we will all experience being in several of the zones throughout the day. We

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aim to teach the children routinely about each Zone and use the language of Zones of Regulation to 'check-in' with the children every day. Over time, children will begin to articulate for themselves which Zone they are experiencing and whether they need to take action to move into a different zone.

The Code of Conduct will be shared with pupils, parents and staff at the start of each academic year and create an opportunity to discuss how our vision links with our behaviour, words and actions. The Code of Conduct has been written around our values so as each value is shared and discussed reference will also be made to this document.

## **Celebrating and rewarding good behaviour**

As children learn to self-regulate their behaviour, we want them to develop an intrinsic motivation to do well. Intrinsic motivation refers to behaviour that is driven by internal rewards: the positive emotions that children experience from doing well. Staff will promote and encourage these positive feelings by:

- noticing and commenting when children are behaving well, linking this to our school vision
- catching children 'being good' and offering them descriptive praise, spot those behaving sensibly, politely, kindly
- explaining the positive impact of an individual's good behaviour
- rewarding good choices with a smile, a thumbs up, stickers
- celebrating good behaviour in collective worship
- sharing good news with parents

## **Rewards that may be used**

Verbal praise  
Praise in front of class  
Visit to another member of staff  
Stickers/reward charts/value leaves  
Certificates  
Positive comments to parents  
Golden Book

## **Raising the profile and importance of good behaviour**

- Positive behaviours are taught through our school vision and values during collective worship, in class and on the playground through a planned framework and as the need arises.
- Staff should take time to explain the reasons for children being asked to do or not to do certain things, referring to our vision statement.
- Every opportunity to keep the care and respect of people and property in high profile should be taken.

## **Responding to poor, disruptive, or challenging behaviour**

Most misbehaviour can be stopped with a clear reminder of our expectations, values and rules. If poor behaviour persists, staff will use the 'language of choice' to help children get back on track. At this point,

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in some instances, children will need an immediate and logical sanction to help them realise the impact of their behaviour. The nature of the sanction will depend on the circumstances and the needs of the individual child and will always be at the discretion of the teacher concerned. Typically, sanctions will involve missing some playtime to allow a child time to reflect on their behaviour and taking steps to put things right.

- It should not normally be necessary to shout.
- An opportunity for the child to put their point of view across should always be given
- No member of the school community should feel belittled
- A calm tone of voice should always be used.
- Physical punishment is never acceptable and will not be supported under any circumstances. In certain instances, restraint may be necessary. Please see paragraph on restraint below.
- Incidents should be dealt with immediately to ensure the child/children involved understand the consequences of their actions.
- Teachers will inform parents of any behaviour concerns they have.
- The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in the future lead to the imposing of more serious sanctions. Staff should consult the Headteacher if unacceptable behaviour continues or is a cause for concern.

## Sanctions

Immediate verbal or non-verbal check of misbehaviour

Reminders(verbal)

Removal from activity for “cooling off”

Removal from class to an alternative class for cooling off period

Removal to Headteacher’s office and their name placed in the ‘Behaviour Log’

Parental consultation to agree support strategies to improve behaviour. These may include monitoring sheets for home, class and playground.

From this stage cases will be dealt with individually to meet each child’s needs

Internal, temporary and permanent exclusion from school remain an option as a last resort (see policy).

## The use of Force to Control or Restrain Pupils

Staff must only ever use physical intervention as a last resort, for example when a child is endangering him / herself or others. On such an occasion the minimal force should be used to prevent injury to another person. Please refer to DfES Guidance on Positive Handling Strategies 2001 and DFE Use of Reasonable Force (2012). An incident report should always be completed following physical intervention.

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