

Little Missenden CE Infant School

Behaviour Policy



Policy Name	Behaviour Policy
Review Cycle	Annually
Date	Spring 2025
Review Date	Spring 2025
Person responsible	Headteacher
Headteacher	<i>M. Green</i>
Chair of Governors	<i>delucis</i>





Little Missenden CE Infant School

BEHAVIOUR POLICY

Spring 2025

Introduction

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 grow and flourish. 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 encourage our 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 wellbeing 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

Intent – the policy in practice

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

'Rooted and grounded in love' Ephesians 3:17
friendship, thankfulness, honesty, forgiveness, compassion and trust



To enable this the following principles apply:

Creating a positive and caring environment

All members of our school community will be treated with courtesy and respect. Staff will take every opportunity both to model and notice positive behaviour.

Additionally, staff will:

- Provide a safe, calm and positive classroom environment
- Plan well-prepared and engaging learning opportunities that both support and challenge
- Take time to listen to children and let them know they are valued
- Pay attention to the emotional well-being of their pupils
- Take every opportunity to recognise and promote our school vision and values

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 positive 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 positively, linking this to our school vision
- Catching children displaying positive behaviour and offering them descriptive praise, spot those behaving sensibly, politely, kindly
- Explaining the positive impact of an individual's positive behaviour
- Rewarding good choices with a smile, a thumbs up, or stickers
- Celebrating positive behaviour in collective worship
- Sharing good news with parents

Rewards that may be used

- Verbal praise
- Praise in front of the class
- Visit to another member of staff

'Rooted and grounded in love' Ephesians 3:17
friendship, thankfulness, honesty, forgiveness, compassion and trust



- Stickers/reward charts
- Certificates
- Positive comments to parents/carers
- Values leaves

Raising the profile and importance of positive behaviour

- Positive behaviours are taught through our school vision and values during collective worship, in class and the 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, 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. Please see paragraph on physical 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
- Where children have fallen out, the use of restorative conversations will be used. In KS1 records can be used to allow children to reflect on their behaviour, the impact of their behaviour and how we move forward positively



Sanctions

- Immediate verbal or non-verbal check of misbehavior
- Reminders (verbal)
- Remove from activity for 'cooling off'
- Removal from class to an alternative class for a cooling off period
- Removal to the Headteacher's office for a cooling off period
- 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.

Behaviour support plans

Occasionally a child may present with significantly more challenging behaviour than their peers for a wide variety of reasons. In consultation with parents, the SENDCo and the Headteacher, the child's class teacher will create a behaviour support plan which will be shared with all staff, child (if appropriate) and parents/careers. This will ensure that all staff understand the child's individual needs, what may trigger poor behaviour and how best to respond

Record keeping

Many incidents of low-level misbehaviour are one-off teachable moments and do not warrant recording.

Keeping a record of more serious or repetitive incidents can be helpful in terms of identifying patterns and triggers as well as ensuring that details of the incident are available should further action be needed. The following incidents will be recorded on the school's CPOMS system.

- Repeatedly disrupting learning
- Deliberately hurting another child
- Ongoing unkindness or bullying
- Deliberately damaging property or equipment
- Swearing
- Racist or homophobic remarks

The use of force to control or restrain pupils

Staff may 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 DfE Guidance on Positive Handling Strategies 2001 and DfE Reasonable Force (2012). An incident report should always be completed following physical intervention.

'Rooted and grounded in love' Ephesians 3:17
friendship, thankfulness, honesty, forgiveness, compassion and trust



Impact

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.

'Rooted and grounded in love' Ephesians 3:17
friendship, thankfulness, honesty, forgiveness, compassion and trust



Code of Conduct

- Be polite and **honest** at all times
- Be kind and caring to everyone and everything
- Be **compassionate** and **forgiving**
- Value **friendship** and be gentle in all you say and do
- Listen to others
- Have respect for others and be **forgiving**
- Work hard and **trust** in those around you at school

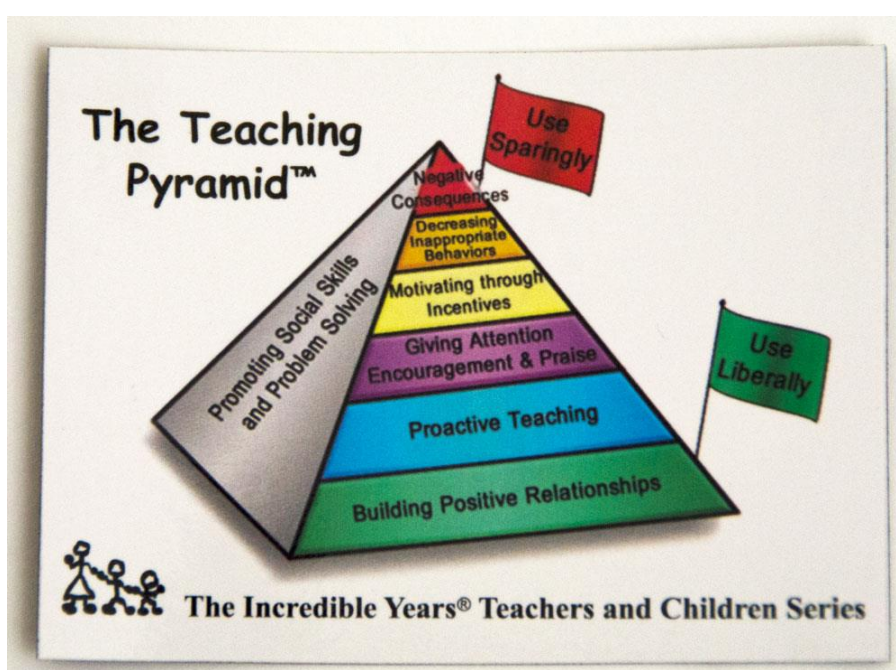


Appendix A: Summary of behaviour management strategies for staff

Remember the best strategies are preventative:

- Know your children
- Build positive relationships with the children
- Create a safe learning environment where children are not afraid to take risks and make mistakes
- Prioritise opportunities to listen to your children
- Avoid public criticism or 'telling off'
- Give reminders but not warnings
- Always use the language of choice
- Don't label, treat each day as a fresh start

Rewarding good choices	Responding to poor choices
<ul style="list-style-type: none"> • Smiles • Thumbs-up • Compliments • Descriptive praise • Commenting on positive impact on others • Public celebration • Class rewards • Stickers • Certificates • Showing work to Headteacher 	<ul style="list-style-type: none"> • Proximal praise • Tactical ignoring • Gentle reminder of a rule/instruction • A firm reminder using the language of choice • An immediate and logical sanction, eg: loss of privilege, loss of 5-10 mins playtime, time working away from group, time in another classroom • Restorative conversation • Referral to Headteacher



'Rooted and grounded in love' Ephesians 3:17
friendship, thankfulness, honesty, forgiveness, compassion and trust

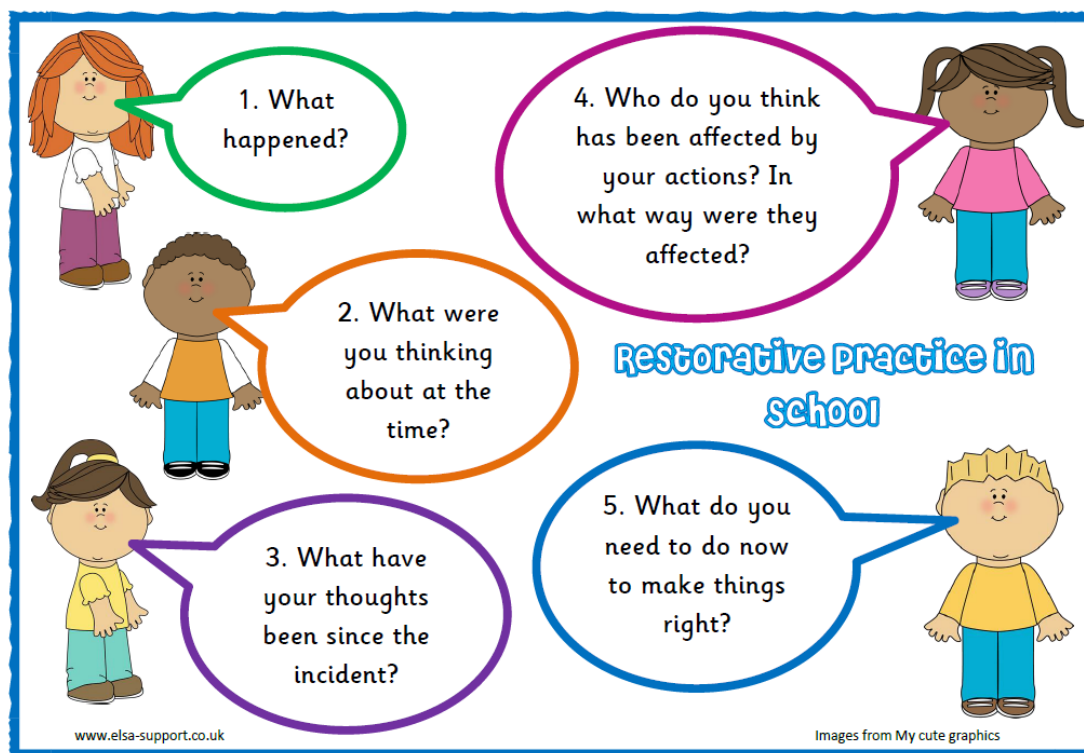


Appendix B: Restorative Practice at Lee Common CE School

As a school we are committed to using restorative principles when resolving behaviour issues. We believe it is important for children to take responsibility for their behaviour choices and understand the impact their choices have on themselves and others. A conversation takes place which allows children to reflect on their behaviour and takes steps to resolve any conflict.

In summary, restorative conversations:

- Are founded in the same principles as restorative justice
- Are facilitated by an adult
- Take time
- Use key questions
- Give both parties a voice
- Establish the facts
- Educate rather than punish
- Encourage individual responsibility and problem solving
- Allow children to explore the emotions/motivation behind their actions
- Allow children to understand the impact of their choices
- Help children to develop empathy
- Lead to intrinsic motivation to be kind / behave well
- Re-build relationships
- Result in fewer behavioural issues



'Rooted and grounded in love' Ephesians 3:17
friendship, thankfulness, honesty, forgiveness, compassion and trust



Appendix C: Playtime and Lunchtime Guidelines

A selection of equipment that the children may play with at playtime.

Footballs are only to be played with on the field.

Bikes are not to be used when all the children are on the playground.

Year 2 children act as mentors and playtime leaders.

Children are expected to treat the equipment with care.

The playtime supervisors will carry out a visual risk assessment before allowing children to play with the equipment or go on the field.

The adventure playground or field is only to be opened when a minimum of 2 adults are on the playground. One should monitor the adventure playground or field, the other the rest of the playground.

If only 2 adults are on duty then only open the field or the adventure playground.

At the end of playtime the whistle is sounded and children are expected to stand still. A staff member will select children to put equipment away.

On the second blast of the whistle the children are expected to walk to their lines.

Adults will encourage children to use a range of equipment and share with others.

Adults on duty must maintain vigilance at all times in all areas and not spend the time chatting. They must station themselves so all areas of the playground are being monitored.

Children must not stand on benches, gates or jump on walls or fences.

Children are not allowed in areas where they cannot be seen.

There is a friendship bench on the playground. Children will sit on it if they have no one to play with. The Year 2 playground mentors encourage other children to play with them.

Whilst it is appropriate to reassure children independence should be encouraged. It is not appropriate for a child to spend all playtime with an adult. Peer relationships should be encouraged and facilitated.

Promoting Positive Behaviour:

All adults are expected to promote positive behaviour at all times, linking their comments to our vision and values.

Examples of co-operative play should be praised.

Children can be awarded stickers and certificates for positive behaviour. Children should not grab each other by their clothes or hold them for periods of time.

'Play fighting' - pretending to fight – is not allowed.

Adults are expected to listen to children who complain about the behaviour of others and speak to all children involved calmly.

Playground supervisors are expected to inform the class teacher of any incidents so parents can be informed if necessary.

'Rooted and grounded in love' Ephesians 3:17
friendship, thankfulness, honesty, forgiveness, compassion and trust

