Church Aston Infant School

Growing Together, Shining Forever

Behaviour Policy

July 2025

Respect   Responsibility   Resilience

Contents

Date Document Created	Date Approved by Governing Body	Date of next Policy Review
June 2014	8 July 2025	July 2026

Introduction

"If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be."

Goethe

Our Governors Statement of Behaviour Principles

Under the Education Act 2006 Governors expect to see the following principles of behaviour:

Organisation of the Behaviour Policy

This policy includes the following aspects:

- School values.
- Aims.
- Environment for enabling good behaviour, self-regulation and respect.
- What constitutes unacceptable behaviour?
- Sanctions.
- Additional courses of action.
- Assessing and reporting.
- School rules.
- Rewards.
- Lunchtimes and playtimes.

School Values

Underpinning our policy are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

Respect   means treating others with kindness and consideration

Responsibility   means taking care of things and doing what is expected of you

Resilience   means being able to bounce back from challenges and keep trying, even when things are tough

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These values mean that children and adults work actively in partnership to enable all members of our school community to realise their potential to enhance their own lives and the lives of others.

Our code of behaviour will:

- help everyone to understand about expected behaviour
- ensure that everyone can learn, enjoy and achieve
- help make everyone feel valued and safe
- protect the learning environment
- protect the possessions of others
- set the boundaries for acceptable behaviour and understand the consequences of not maintaining them.

- ensure that there is a consistent approach to behaviour management throughout the school day and range of activities on site and off site.

Aims

1. For the children to conduct themselves in a responsible manner and with good behaviour in school.

2. For the standards of behaviour to be high in order to provide the best learning environment for the children.

3. For the children to display a high level of good behaviour when taking part in school visits and when representing the school on organised activities.

4. For the children to be involved in the formulation of school rules that provide the framework for good behaviour.

At Church Aston Infant School, we expect children to behave in a responsible manner at all times. We believe that if children are to do this then they should have some part in defining and setting goals for the codes of behaviour expected. Everyone should know what the rules are, and these should be applied equally to all children. Opportunities for this exist through general class discussion, through circle time, and during assemblies.

In order to have a whole school approach to behaviour it follows that all staff both teaching and non-teaching are involved. There should be clear understanding of what we expect of children, what behaviour is acceptable, and the measures and strategies employed to achieve our aims. Training is provided to support staff to manage behaviour and we have a collaborative approach where staff can seek support, share good practice and develop appropriate strategies. Our SENCO is available to advise staff in relation to SEND needs.

We recognise that a number of factors can influence behaviour for example attendance, safeguarding and SEND. All relevant factors will be taken into consideration when supporting a child with behavioural difficulties.

Good Behaviour, Self-Regulation and Respect

Good behaviour in children is fostered when:

- The learning environment is well organised
- The activities for the learning process have clearly defined objectives
- The work is of a stimulating nature
- Children are well motivated
- Staff have high expectations of behaviour
- There is positive feedback between the children and the adults involved in their learning
- Members of staff praise children when they see good behaviour
- Responsibilities, expectations and activities are matched to individual children's ages, need including SEND and stage of development

- Members of staff regularly inform children's parents/carers of good behaviour, achievement or when necessary if a child is having difficulty following school rules and expectations
- There is a clear behaviour policy that all members of staff adhere to and apply consistently and fairly

In order that children can take some responsibility for their behaviour it is necessary that they be made aware of the effect their actions have upon others in the school environment. It is our aim that we foster in children the abilities to be caring and considerate to others at all times.

Standards of good behaviour are reinforced by positive reaction to examples of good behaviour. Praise and encouragement should be used to encourage appropriate behaviour. Children should have the opportunity to build their self-esteem in a positive way.

High self-esteem ultimately comes from within. An affirming and accepting atmosphere reinforces it. A low self-esteem can lead to behaviour problems, which in turn can have a detrimental effect on others in the school environment.

The behaviour and actions of others as follows can damage self-esteem:

- Sarcasm
- Put downs
- Not valuing effort
- Making assumptions about children based on incomplete knowledge of them as individuals
- Focussing on what a child cannot do rather than what they can do.

The approach we use to ensure good standards of behaviour must be rooted in fairness for all children and consistency across the board. The whole school system of using a Behaviour Chart (Good to Be Green) encourages children to be responsible for their own behaviour using a visual stimulus. Examples of good and unacceptable behaviour are used when discussing expected behaviour from children. Staff take time to discuss behaviour with children and how it could be improved or more appropriate choices made.

Rewards

We believe that good behaviour should consistently be rewarded in the following ways;

Staff may give small privileges to children who behave consistently well and to children who have made a special effort to do so. These may include:

- receiving a team token
- being given a task to do that the child enjoys
- showing their work to other members of staff/headteacher
- Good to Be Green, range of stickers
- certificate for a kind and helpful act
- Head Teacher stickers

Emphasis is also put on working and achieving together as a team. Each child is allocated to a colour team either Red, Yellow, Green or Blue. Children are encouraged to earn team tokens for demonstrating appropriate behaviour that reflects our school rules for example good/outstanding work, effort, being kind, helpful, demonstrating good listening. Opportunities for children to work in their teams are provided throughout the year for example celebrations days such as Diwali, Sports Day etc.

Staff may also reward good class behaviour or achievement for example with golden time etc.

When appropriate, staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.

Friday Celebrations Assembly

A range of awards may be used including:

- 'Star of the Week' - A trophy for 'Star of the Week' is presented to one member from each class for kindness, good effort and general achievement. This is held by the child at home for the week.
- 'Amazing Mathematician' – a certificate is awarded to one child from each class who has shown excellence in mathematics. Certificates are displayed in school and the child has one to keep.
- 'Wonderful Writer' - a certificate is awarded to one child from each class who has shown excellence in writing. Certificates are displayed in school and the child has one to keep.
- Handwriting Award
- Breakfast Club –kindness and good manners during this club
- Lunchtime Award- one child from each class is chosen by lunchtime carers
- Sport Award-sporting achievement during the week
- Mathletics certificates for achievement in Mathletics during the week at home.
- Team award for the team that has collected the most team tokens during the week.

Unacceptable Behaviour

We hope our strategies for promoting good behaviour will be successful for all children. Children will always have a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended. They will also be encouraged to consider what they would do if a similar situation arose again.

There may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a category. In these instances, they will normally be managed by appropriate sanctions.

Categories include:

- disrupting other children's learning
- general off task behaviour

- refusing to follow instructions
- violent behaviour or hurting others
- deliberate offensive language (including racial abuse)
- deliberate rudeness
- name calling
- vandalism
- disregard for school rules and procedure
- theft
- bullying
- sexual harassment

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

• bullying (including cyberbullying)

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

• sexual violence and sexual harassment

• sexting (also known as youth produced sexual imagery)

• initiation/hazing type violence and rituals

Sanctions

It is clearly understood that by all school staff that 'staff will not give or threaten corporal punishment to a child'.

A sanction must be proportionate. It must take into consideration the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The Head teacher may limit the power to apply particular sanctions to certain staff and/or to allow adult volunteers to apply sanctions, for example to parents who have volunteered to help on a school trip.

All children start the school day on 'Green' of the Behaviour system. When poor behaviour is identified, sanctions will be implemented consistently and fairly, in line with the stages below and the most appropriate course of action determined:

1. A reminder of the correct behaviour, encouragement on how to correct their behaviour.
2. A reminder that their behaviour is not acceptable.
3. A stop and think card-in order for child to think about what they should do.
4. A warning that they will receive a yellow card if they don't correct their behaviour.
5. The child is given a yellow card on the Behaviour Chart, with an instruction of how to improve their behaviour and return to a green card.
6. A reminder that their behaviour is still not appropriate/discuss with staff how to return to green.
7. At the end of the session (or midsession if necessary) the child will be spoken to about their behaviour and why it is unacceptable in school.
8. If there is no improvement the child will be sent to a senior member of staff

9. If behaviour continues to be disruptive /violent then a red card will be given. Teacher/Headteacher to speak to parent.
10. If a child seems to have significant behaviour challenges, then staff will discuss behaviour strategies with parents and an individual plan will be set up to support the child self-regulate and manage their behaviour which could involve changes in routine, calming strategies, social stories etc.
11. If behaviour difficulties continue for a child or escalate a range of external support will be sought e.g. use of Family Support Worker who can help the child on a 1:1 basis. Support may also be accessed from the Telford and Wrekin Behaviour Support Team or other external agencies.
12. In extreme cases the school may use temporary or permanent exclusion.

Searching and Confiscation of Inappropriate Items

In accordance with the law and based on guidance from the Department for Education (Searching, screening and confiscation: advice for schools), members of staff at Church Aston Infant School can search a pupil for any item as long as the pupil agrees.

The Head teacher and teaching staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

The law also allows Head teachers and authorised staff to search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any banned or prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school expectations.

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided. Members of staff are able to use reasonable force to prevent a pupil from committing an offence, injuring themselves or others. They may use physical restraint to prevent a pupil damaging property or to maintain good order and safety in the classroom. Force cannot be used to search for items not listed above. Any physical intervention will be minimal and in proportion to the circumstances of the incident. Reference should be made to Church Aston Infant School's Use and Reduction of Physical Intervention for

Children and Young People 2018. All staff to be familiar with [Reducing the Need for Restraint and Restrictive Intervention](#) document.

Additional Courses of Action

It may be that, one of the following courses of action may be taken;

- Discussion with a child's parents to keep them informed of their child's behaviour difficulties (e.g. via the telephone or at a meeting)

- Individual behaviour plans personalised for individual children with targets and agreed rewards.

- Formal meetings, to include teacher/ parents/carers when appropriate, may be arranged by the Head teacher to consider the best way forward.

- Advice from, or referral to the Behavioural Support Team or other external agencies (e.g. Learning Support Advisory Team or Educational Psychologist)

- Consultation between staff, including the Head teacher and SENCo to look at interventions, including, modified timetable, managed move, referral to a Pupil Referral Unit.

- The Head teacher has the right to temporarily exclude a pupil as a sanction for a significant breach of the school's Behaviour policy or permanently exclude a pupil in response to a serious breach or persistent breaches of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. ('Exclusion from maintained school, academies and pupil referral units in England' DfE September 2017). In the event that any exclusion is necessary the school will follow the Local Authority exclusion process.

When a child is continuing to behave poorly the school staff will consider whether this is a result of unmet educational or other needs.

Reporting

Where a child's behaviour is observed as unacceptable on a daily basis, staff will record incidents on CPOMS under behaviour.

In formulating the codes of practice of acceptable behaviour we guide the children towards seeing the need to follow the school rules. They are discussed in detail and available to be viewed throughout the school:

School Rules

- We try our best
- We are kind, polite and helpful
- We show care and respect to everyone and everything
- We stay safe

Breakfast Club, Lunchtimes, Playtimes, After School Clubs and Wraparound Care

Breakfast and Lunchtime Supervisors, Teaching Assistants, Club and Care Supervisors play an important part in managing children's behaviour and can make a big difference to a child's day. Children should be rewarded for behaving appropriately.

Positive consequences may include:

- Verbal praise
- Team Tokens for good lining up / playground behaviour
- Stickers –relating to appropriate behaviour.

Negative consequences may include:

- Warning (rule reminder)
- Second warning (choices given)
- 5 minutes on the Thinking Bench – separated if necessary
- If behaviour is repeated, they will be sent in to a Senior staff member

Children are expected to follow the school rules both inside and outside.

Breakfast and Lunchtime Supervisors, Teaching Assistants, Club and Care Supervisors are responsible for dealing with any negative behaviour in a fair and consistent manner. Any serious incident may be passed on to the teacher or Head teacher.

The Head teacher may in extreme circumstances decide to contact a child's parents/carers and may exclude that child from lunchtimes, after school clubs, or wraparound care for a fixed period of time.

Pupils' Conduct outside the School Gates

Teachers have the power to sanction pupils for misbehaving outside the school premises "to such an extent as is reasonable". This may be when a pupil is taking part in any school-organised or school-related activity. It may be when a pupil is travelling to or from school or if they are wearing school uniform. It may be when the pupil is in some way identifiable as a pupil from Church Aston Infant School. Misbehaviour outside school may be sanctioned when it has repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Equal Opportunities Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve. All staff and governors are aware of the Equality Act and Disability Discrimination Act and are aware of their responsibilities in respect to this. Any racist or bullying incidents are recorded electronically on CPOMS. Racist incidents are reported on IRIS (Racist Incident Reporting and Recording System).

Pastoral care for school staff

We will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. We will refer to the 'Policy and procedure for managing low level concerns or allegations against staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Appendix A

Key principles for Head teachers to help improve school behaviour

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Headteachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

You can download 'Getting the simple things right: Charlie Taylor's behaviour checklists here.

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that all members of staff praise good behaviour and work.
- Ensure that all members of staff understand the individual needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Appendix B

Behaviour checklist for teachers

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

You can download 'Getting the simple things right: Charlie Taylor's behaviour checklists here.

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the team trophy with winning team colour.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall if necessary to support behaviour.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Further Reading and Guidance

- Church Aston Infant School Equalities Policy
- Church Aston Infant School Child Protection and Safeguarding Policy
- Church Aston Infant School Anti-Bullying Policy
- Church Aston Infant School SEN Policy

Download: DfE – Behaviour in Schools guidance here

Download: DfE - Behaviour and Discipline in schools: advice for headteachers and school staff here.

Download: DfE - Searching, screening and confiscation: advice for schools here

Download: DfE – Use of reasonable force: advice for headteachers, staff and governing bodies here