

# Cecil Gowing Infant School Behaviour Policy



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Signed A. Bulman  
Headteacher

Date: February 2023

Signed A. Catlin  
Chair of Governors

Date: February 2023

CECIL GOWING INFANT SCHOOL  
BEHAVIOUR POLICY  
AIMS AND VALUES OF THE SCHOOL

WHERE GREATNESS GROWS

**Introduction**

Our aim is for a happy and caring school, in which all children have the opportunity to achieve the very highest standards. We do this by caring for and respecting each other.

All parents can access this behaviour policy on our website, or a hardcopy if requested. We ask parents and carers to support the school with its application.

**A Positive Approach to Behaviour**

We believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful strategy. We use the 'Nurtured Heart Approach' which does just this and is a whole school incentive. This approach uses specific verbal feedback by naming behaviours (such as focus, independence, joyfulness, kindness and patience) so that the children know why their behaviour was positive. This is followed up by a weekly whole school "Greatness" assembly in which two children from each class are chosen by their teacher to be given a certificate stating their specific "Greatness" which is shared with the whole school.

This does not mean that bad behaviour is ignored, simply that the positive aspects of children's behaviour should be highlighted whenever possible.

It is discouraging and disheartening to be told constantly that we are doing something wrong or badly. We all like to be praised and encouraged for the things we do well. For children this might mean being praised for working hard, being polite or showing consideration towards others. Spoken praise is a very powerful reward that should be used wherever possible and wherever appropriate. There are other ways to show children that their efforts and endeavours are valued; in this school this includes positive verbal feedback and sharing work. The aim of rewards will be to acknowledge children's achievement and excellence in a way that others will be able to share. In Reception we use an immediate, specific, verbal, positive praise system which introduces the Nurtured Heart "Greatness" approach with children.

In Key Stage 1 we use a 'marble system' (Appendix A) to reward "Greatness", following the school's golden rules and class rules. We also use the Nurtured Heart approach to "ignite the greatness in children".

In Key Stage 1 we use a system called "Star of the Day" in which two children are chosen at the end of each day who have shown a specific "Greatness". These children are praised in the front of the class and their names are displayed. They receive a certificate and/or a wrist band.

We have introduced a system called "Zones of Regulation" which helps children to recognise their own emotions and gives them tools to regulate them. We also support children to recognise that everyone experiences a variety of emotions, and that this is normal. This system uses a colour coding system for the "Zones" (See Appendix B) and some children are given a personalised "tool box" which contains items to help them to return to the "Green Zone".

### **The Importance of Clear Expectations**

It is important that clear expectations exist, that they are shared by all the adults who work in the school, and that the children understand the expectations and why they exist. The expectations are based on how we learn well, feel safe and behave towards one another.

That is why, at the beginning of each year school expectations or rules will be discussed with the children, and will include the following areas:

#### **Always**

- try our best
- be polite and kind to each other
- treat other's belongings carefully
- work or play sensibly and let others do the same
- listen carefully and try our hardest to follow instructions
- walk quietly and carefully around the school.

The rules and their meaning are discussed with the children, so there is no doubt about our expectations for behaviour.

Within a classroom the children and teacher will decide on specific 'class rules.' These will be displayed in the classroom, so that parents are aware of them and revisited frequently so that the children are fully aware of expected behaviour.

The Midday Supervisory Assistants share the same expectations for behaviour, and are supported by the head teacher or a member of the school's management team when necessary.

At lunch time children are rewarded for following the 'lunchtime golden rules' and have the opportunity to win a golden ticket for good manners, walking feet, indoor voices and putting our hands up if they need help. On a Friday, those children who are chosen by the MSA's, get to sit on the golden table with a friend of their choice.

### **Developing Good Behaviour**

The school expectations for behaviour and rules are regularly discussed and developed, with the use of relevant stories in RSHE, RE and Assemblies. All adults in school endeavour to model good behaviour, and older children are encouraged to act as role models for younger children. Children are reminded at the start of each term what is expected of them within the classroom, the hall, the playground and whilst eating. Opportunities are available to discuss any areas of behaviour that are causing concern during Circle Time, if necessary by the School Council and occasionally by Year Groups or the whole school in a special meeting.

Our expectation is that all children will try their best to follow the school rules, and encourage them to do so. We give much verbal positive praise, and back this up with the 'marble system' described in Appendix A. Also, Greatness assemblies and visits to the head teacher for further praise, are used to mark particular achievements.

Responsibility for modelling good behaviour rests with all adults working in the school.

### **What happens when children behave inappropriately?**

We recognise that there will be times when children do not meet our behaviour expectations, and that for a small minority of children behaving in an acceptable way is very difficult. When children struggle to follow our school rules, they are dealt with on an individual basis to enable them to understand the importance of good behaviour and the consequences for them of poor behaviour. This may be through a special sticker chart or through clear rules of behaviour and result.

If any child behaves inappropriately, they are

- reminded of appropriate behaviour
- given the opportunity to behave appropriately, and praised for doing so
- given the choice to behave – if they continue to ignore this then an appropriate consequence will be given. This may be missing a few minutes of free flow/Golden Time to complete work or being sent inside to miss a few minutes play if the inappropriate behaviour is during playtime
- told that what they are doing is against school/class rules

### **Unacceptable behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff within school will keep a record of all reported incidents on CPOMS to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. These will be reviewed regularly by school staff. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the school will provide sanctions. Staff will use their professional judgement and experience to determine what is appropriate and reasonable: Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member. Following incidents of unacceptable behaviour, the following sanctions will be implemented:

1. A phone call will be made to parents/carers straight after the incident, informing them to collect their child.
2. The headteacher will consider whether the pupil should be suspended, in line with Norfolk guidance, and will determine the length of the suspension.
3. Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment or review will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
4. Where a pupil is identified as having SEMH-related difficulties, SEND support will be provided as appropriate, from the school's notional SEND budget.
5. Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

If there are further repeated incidents or significant breaches of the behaviour policy, the headteacher will consider whether a permanent exclusion is necessary, in line with Norfolk guidance, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

### **Grounds for suspension or exclusion**

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, have failed to be successful. The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

Please see [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031222/suspension-and-permanent-exclusion-guidance-september-2023.pdf) for further guidance.

### **Fighting and Bullying**

Fighting and bullying are not allowed in the school.  
Children are taught to

- 1) Say 'Stop ..... (whatever they are doing) to any behaviour they do not like.
- 2) Move away if it continues.
- 3) Ask an adult for help if it still continues.
- 4) If they observe bullying behaviour to act to ensure that it stops. E.g. telling an adult what they have seen.

Children rarely fight in school, more often it is a play fight where they become too involved. However, if an adult has to intervene and restrain a pupil, the school's positive handling policy is followed, the parent or carer is informed and a formal record is made of the incident.

Bullying is covered fully in the school's anti- bullying policy.

### **Malicious accusations against Staff**

Any accusations made against staff by pupils or parents will be investigated by the Headteacher, or, in the case of the Headteacher, by the Chair of governors. If found to be malicious, in the case of children the parents would be asked to speak to the Headteacher or Chair of Governors.