

# Behaviour Policy

## 2025-2027

Cecil Gowing Infant and Nursery School



**Headteacher:** Aimee Bulman

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**Chair of Governors:** Julie Bennett

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# Behaviour Policy

## Introduction

Our aim is to foster a happy and caring school environment, where all children have the opportunity to achieve the highest standards. We achieve this by promoting a culture of kindness, respect, and positive reinforcement.

All parents can access this behaviour policy on our website, or request a hard copy. We ask parents and carers to support the school in its implementation.

## Our Values and Positive Approach to Behaviour

At the heart of our school community are our core values: **Kindness, Resilience, and Creativity**. These values are embedded in everything we do and are actively discussed and reinforced daily in every classroom. They are prominently displayed around the school as a constant reminder of our expectations and ethos. To further support our neurodivergent children, we also use dual coding to display our values, combining visuals with text to enhance understanding. These visual supports are displayed prominently throughout the school, ensuring accessibility for all learners.

We believe in a positive approach to behaviour management, focusing on encouragement and recognition of good behaviour. We follow the Nurtured Heart Approach, which is designed to build strong relationships and help children develop inner confidence. This approach emphasises specific verbal praise, identifying and reinforcing positive behaviours such as focus, independence, joyfulness, kindness, and patience. We use positive language consistently to shape behaviour, avoiding negative phrasing and instead guiding children towards the actions we want to see.

## Celebrating Greatness

To further promote our values, we hold a **Greatness Assembly** every week. Each week, two children from every class are nominated by their teacher for demonstrating our school values. These children receive a Greatness Award, and their achievements are celebrated in front of the whole school, with parents invited to attend in KS1. This reinforces the importance of positive behaviour and strengthens our school community.

We believe strongly in intrinsic motivation—helping children develop a sense of pride in their own achievements rather than relying solely on external rewards. Our approach encourages children to reflect on their actions and appreciate the value of their efforts. In Reception, we introduce Greatness Assemblies in class during the Spring term, allowing children time to get used to sitting for assembly and listening to others before joining the whole school **in KS1**.

Teachers also have the opportunity to send children to receive a Headteacher **Award Sticker for exceptional achievements, whether it be a piece of** outstanding writing, excellent reading, or a creative accomplishment.

### **Rewards in Different Year Groups**

**Reception:** Immediate, specific verbal praise is used to reinforce positive behaviours, helping children recognise and build upon their strengths. By using positive language and acknowledging their efforts in the moment, we support their confidence and development.

Throughout all year groups, teachers use positive language, reinforcement, and modelling to encourage and celebrate positive behaviour. We consistently recognise and celebrate greatness in our children every day, always linking back to our core school values of Kindness, Resilience, and Creativity. This could be through verbal praise, classroom discussions, or acknowledging acts of kindness and perseverance in the moment.

### **Key Stage 1 (Years 1 and 2):**

- The **Marble Jar System** rewards both individual and collective positive behaviour. Children can earn small marbles for personal achievements and large marbles for whole-class collaboration. Once the jar is full, the class votes on a reward, which could be activities such as a pyjama day, film afternoon, or extra outdoor play. This approach promotes teamwork, shared responsibility, and a sense of ownership over their achievements.

Every day, we take opportunities to highlight and celebrate children who embody our school values. Whether it's a child showing resilience in their learning, kindness towards a friend, or creativity in problem-solving, we ensure their efforts are recognised and appreciated, reinforcing a culture of positivity and growth.

We also use the **Zones of Regulation** to help children understand and manage their emotions. This system supports children in recognising that all emotions are normal and provides strategies to help them return to a calm and focused state. Some children have personalised toolboxes to aid in this process.

Every classroom has coloured pots on the wall, corresponding to the Zones, where children can place a lollipop stick with their name on it to indicate how they are feeling. This allows teachers to regularly 'check in' with children, offering support when needed and encouraging open conversations about emotions.

We believe that **behaviour is a form of communication**, and by understanding how children feel, we can better support their needs. The Zones of Regulation also play an important role in **safeguarding**, as they provide a safe and structured way for children to express when they may be struggling or in need of help. By embedding emotional check-ins into our daily routine, we ensure that every child feels heard, valued, and supported.

Additionally, calming areas are available outside each classroom, providing a quiet space for children who need time for reflection or self-regulation.

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

Clear and consistent expectations help all children feel safe and supported. These expectations are reinforced daily by all staff members and include:

- Always trying our best
- Being polite and kind to each other
- Treating others' belongings with care
- Working or playing sensibly while allowing others to do the same
- Listening carefully and following instructions
- Walking quietly and safely around the school

Midday Supervisory Assistants reinforce these expectations during lunchtimes, and staff regularly model positive behaviour throughout the school day.

### **Addressing Inappropriate Behaviour**

While our focus is on recognising and reinforcing positive behaviour, we acknowledge that there may be times when children struggle to meet expectations. In such cases, our approach is **supportive, inclusive, and tailored to the needs of the child**.

1. **Reminder** – The child is reminded of the expected behaviour in a calm and positive manner.
2. **Opportunity to Correct** – They are given the chance to adjust their behaviour and are praised when they do so.
3. **Choice and Individualised Consequence** – If inappropriate behaviour continues, a consequence will be applied that is appropriate to the child's individual needs. We take an inclusive approach, ensuring that consequences are fair and support the child's growth and learning, helping them to understand and make positive choices.

We **work closely with parents** to ensure a **consistent message between school and home**, reinforcing expectations in a way that supports the child's understanding and growth.

If a child **continues to demonstrate inappropriate behaviour that goes against our school values**, a conversation with a member of the **Senior**

**Leadership Team (SLT)** will take place to provide further guidance and support.

### **Reflective Practice and Restorative Conversations**

We believe in the importance of **reflective practice** to help children understand the impact of their actions and learn from their experiences. Where necessary, **restorative conversations** will take place, using **positive behaviour scripts** to guide discussions in a supportive and constructive way. Children are encouraged to think beyond simply saying “sorry” and reflect on how they can actively make things better. This approach helps to develop **empathy, responsibility, and problem-solving skills**, reinforcing our school values in everyday interactions.

Serious or repeated incidents are recorded on **CPOMS**, our secure monitoring system, allowing staff to track patterns and provide appropriate support. If concerning behaviour persists, parents will be contacted, and further steps will be taken to ensure the child receives the necessary guidance and interventions to help them succeed.

### **Unacceptable Behaviour and Serious Consequences**

Instances of serious misbehaviour will be addressed promptly. Where necessary, additional support will be provided alongside appropriate sanctions to prevent recurrence. In cases of persistent or significant misbehaviour:

1. Parents/carers will be contacted.
2. The Headteacher will determine whether a **suspension** is appropriate, in line with Norfolk guidance.
3. A review will be conducted to assess whether the child has any undiagnosed learning or mental health needs requiring additional support.
4. If required, a **Positive Behaviour Plan** will be created to outline tailored interventions.

If behaviour does not improve despite interventions, a **permanent exclusion** may be considered as a last resort. This decision will be made in accordance with **Norfolk guidance** and after exploring alternative options such as a managed move.

The school ensures that all disciplinary actions are reasonable, non-discriminatory, and consider the child’s age, needs, and personal circumstances.

## **Fighting and Bullying**

Fighting and bullying are not tolerated. Children are taught to:

1. Clearly say, "Stop [behaviour], I don't like it."
2. Move away if the behaviour continues.
3. Seek help from an adult if the issue persists.
4. Support others by reporting bullying behaviour.

Where intervention is required, staff follow our **Positive Handling Policy** and involve parents as necessary. A formal record is made of any significant incidents.

Bullying is further addressed in our **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 an accusation is found to be malicious, parents will be required to discuss the matter formally.