



Behaviour Policy

Our Vision

From tiny seeds, we grow and learn together

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as loving, courageous and joyful individuals, ready to branch out and be good news in an ever-changing world.

Our team of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy

Jesus told them a parable: "The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter."

Introduction

This document outlines how living our school vision and values promotes positive behaviour – effective learning habits for irresistible learning.

The Team Crookham Code

At Crookham Infant School there are three rules which apply to every member of Team Crookham: children, staff, parents, governors, volunteers and visitors. These three rules are the Crookham Code. They stem from our vision and values and set the expectation of how we behave towards one another. We make explicit to all members of Team Crookham what our rules are, what they mean, and what they look like in practice. We celebrate keeping the Crookham Code in all aspects of school life, most notably through our Team Crookham Bronze, Silver, Gold and Platinum Awards.

Our rules are these:

- **KIND WORDS – because we Love God we use kind words**
- **KIND HANDS – because we Love Others we use kind hands**
- **KIND FEET – because we Love Learning we use kind feet**

KIND WORDS – because we Love God we use kind words

This rule is an important part of our work in developing children's self-worth, self-esteem and self-regulation. The Bible teaches that God sees every one of His children as precious, and the transformative power of this love is evident in the Parable of the Prodigal Son. With this in mind we try to cherish all our pupils and foster in them a positive sense of self-worth. We want every member to recognise their value and their unique contribution to Team Crookham.

We do this through:

- Praising effort and positive attitudes to learning and celebrating achievement whether in or out of school-time.
- Fostering a sense of pride in all our pupils' learning and in our active learning community.
- Providing opportunities for our children to undertake responsibilities, for example being buddies or taking on a range of leadership roles in school.
- Planning and delivering activities in which children and adults can succeed and feel good about themselves.
- Valuing the contributions of every member of Team Crookham.
- Displaying, sharing and highlighting examples of great learning amongst the school, parish and wider community.

KIND HANDS – because we Love Others we use kind hands

This rule reflects our work in building strong and positive relationships within our school family and the wider learning community. The Bible teaches the meaning of being a 'good neighbour' in the Parable of the Good Samaritan and this we keep in mind in our dealings with each other throughout the school day. We celebrate the diversity of our pupils as unique individuals but we also encourage them to enjoy the bond of togetherness that comes through belonging to Team Crookham.

We do this by:

- Greeting each other warmly and appropriately.
- Using kind words when we speak to one another, words that build up and that care.
- Smiling, acknowledging and relating well to one another.
- Listening and responding, by looking or in our words and actions.
- Sharing and talking honestly about our feelings.
- Knowing when no words are appropriate (e.g. to show good listening)

KIND FEET – because we Love Learning we use kind feet

This rule is about 'walking the walk' of our vision and values, following Jesus in discipleship, showing by our choices in words and actions that we are the best learners we can possibly be. The Bible teaches in the Parable of the Sower that there are God-given opportunities to learn in life, and we can choose how well we grasp them. We encourage all Team Crookham members to respond positively to the irresistible learning opportunities on offer throughout the school day and to make the most of their time with us. We promote positive learning behaviour by encouraging all to 'walk the walk' of using kind learning feet.

We do this through:

- Making our expectations clear and explicit so that instructions can be followed.
- Verbally praising and smiling at children when they demonstrate the learning attitudes and behaviours we wish to see.
- Verbally praising children in conversations with their parents and care givers.

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- Giving individual or class specific awards such as tokens in a jar.
- Giving whole class awards such as extra minutes of choosing time.
- Giving children special responsibilities or jobs that show our trust in them.
- Awarding smiley faces, stickers or stamps to individuals for great learning behaviour.
- Sending good work to show to another teacher, or the Headteacher, or to share at home.
- Holding Class 'Team Crookham' Treat Time.
- Sharing great examples of learning behaviour in our celebrations, in Collective Worship or at other Team Crookham events.
- Crucially, being specific in our praise, ensuring that children are clear about what they are being praised for in order that it can be repeated.

Further guidance on what Kind Words, Kind Hands and Kind Feet look like in our daily school practice can be found in Appendix B.

Keeping the Team Crookham Code

All members of Team Crookham work hard to support each other in understanding and keeping the Crookham Code: promoting positive behaviour for learning. We use the Zones of Regulation to help children understand the feelings that might be behind certain behaviours. We recognise that individuals are different and will sometimes require different amounts of support, adaptive effective approaches and a range of positive behaviour strategies. We encourage all members to be aware of the rewards and benefits that come from keeping the Crookham Code and also to understand that breaking the code through unacceptable behaviour has consequences. All are encouraged to make good behaviour choices but also supported in saying sorry, getting back on the right track and being reconciled appropriately.

The following actions may take place to address behaviour which does not keep our Crookham Code:

- A clear reminder of expectations of our code given to all. This may be verbal or non-verbal, for example a teacher may model putting hands in lap to demonstrate the rule 'kind hands'.
- A clear reminder of expectations given to a specific individual, for example an individual's attention is gained through eye contact, gentle touch or use of name, giving them the opportunity as an individual to make a good choice.
- A verbal reminder of the code given to a specific child, using the child's name, telling them which rule they are breaking, asking them to stop the behaviour and giving them the opportunity for change.

The child is told that they have broken the rule and therefore there is a consequence as a result. The consequence will be:

- **Loss of time (playtime or time with their peers)** – the child missing part of their allotted play or taking it at a different time to other children, the child being removed from the activity they and their peers were engaging in, the attention of teachers or peers being withdrawn from the child so that they have a time-out in a safe space away from where the behaviour has taken place.
- **Loss of privilege** – removal of the resource, losing a job or responsibility.
- **Loss of choice** – the adult making the choice about learning resource, seating or learning buddy for the child.
- **Headteacher and parents** being informed.

Where a consequence occurs children may be asked to complete work before another session begins and occasionally this work is completed at home.

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Following on from the consequence at an appropriate time, an opportunity is offered for reflection and reconciliation. Children are encouraged to appreciate that the most important consequence is the impact on their learning community and are given the opportunity to engage in 'thinking time' with support to get back on the right track. A 'thinking time' reflection sheet (see below in Appendix C for an example) is completed with the child to support them in understanding the consequences of their actions and to take control over their future choices. The sheet also provides a record of the incident in the school's behaviour log.

This information is also available in the Crookham Code prompt sheet in Appendix D

Most incidents within school are small, isolated and dealt with promptly by the first three bullet points above. Occasionally a pattern of unacceptable behaviour does appear and parents are invited by the classteacher or Headteacher to work together with them to help and encourage the child to behave more appropriately. Where appropriate, the advice and assistance of support agencies such as Primary Behaviour Support Team or Parental Support Advisor may be sought.

Parent Partnership

We recognise that positive behaviour for learning is best achieved when we work in successful partnership with parents to implement our vision and values. We therefore encourage open and effective communication between home and school regarding all issues impacting on a child's well-being and behaviour. Some guidance on promoting positive behaviour relevant to home and school is found in Appendix D.

Statutory Rights

In line with all Infant Schools nationally Crookham Infant School has the power to use 'reasonable force' to restrain a child if they are a danger to themselves, other children, staff or property. The Headteacher and governors have the power to make a temporary or permanent exclusion. Further information on dealing with incidents of extremely challenging behaviour is given in Appendix E and information on preventing bullying is given in Appendix F.

Implementation and Monitoring

All members of the school community are responsible for ensuring positive behaviour for learning at Crookham Infant School in line with this policy.

The Headteacher is supported by the governing body in monitoring the effectiveness of this policy and standards of behaviour in line with our vision and values.

Appendix A: Governing Body Guiding Principles

It is the duty of the Governing body to:

Provide a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

Notify the Headteacher and give her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The Governing body of Crookham Infant School, in creating a guiding set of principles, have taken consideration of and advice from the following documents:

- Behaviour and discipline in schools Guidance for Governing Bodies 24th September 2015
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>
- Behaviour and Discipline in Schools Guidance for Headteachers and Staff 4th Jan 2016
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Use of Reasonable Force – advice for Headteachers, staff and governing bodies: 17th July 2013
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies: 18th January 2018
<https://www.gov.uk/government/publications/searching-screening-andconfiscation>

Governors' Guiding Principles are underpinned by their obligation to promote the welfare of children in accordance with the Education Act 2012.

The Governors believe that

- Promoting positive behaviour – effective learning habits - for children creates the best possible environment in which irresistible learning can take place.
- Our school rules, Kind Words, Kind Hands and Kind Feet should be clearly set out, accessible and applied consistently by all.
- All members of the school community should promote high expectations for positive behaviour both on and off the site and whenever the school is represented.
- All members of our school community – staff, pupils, governors, volunteers, visitors - have the right to feel safe at Crookham Infant School.
- We should strive to be an inclusive school which values all members of the community. We should celebrate uniqueness and difference, and challenge discrimination.
- We should recognise that pupils have different needs and backgrounds and some may need additional support in order to meet the expectations in our Positive Behaviour Policy.

The Governors expect

- Parents and pupils to cooperate and work in partnership with staff to develop positive behaviour - effective learning habits -in order to maintain an orderly environment where irresistible learning can take place.
- Staff to adhere to the Positive Behaviour Policy and uphold the highest level of conduct within the Teacher's Standards




<http://www.education.gov.uk/a00205581/teachers-standards1-sep-2012>

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- Advice from external agencies will be sought as appropriate where pupil behaviour is of concern.
- De-escalation will be the first strategy in preference to physical intervention. The DfE guidance “Use of Reasonable Force and Searching, Screening and Confiscation” will be followed.
- Exclusion will be the last resort as a means of dealing with unacceptable behaviour and the Headteacher will follow DfE Exclusion guidance.

Appendix B

Examples of what the Team Crookham Code looks like in daily school life

Our Learning Habits		
<i>I am a Reflective Owl Reflectiveness</i>	<i>I am like Resourceful Squirrel and Team Ant Resourcefulness and Reciprocity</i>	<i>I am a Tough Tortoise Resilience</i>
		
<p><i>I know that I am unique and precious. I know that God loves me. I am learning to appreciate the world around me. I am learning to be my best me. I can talk about my learning. I can explain my point of view and listen to others. I can be flexible and change my plans if I need to. I can use feedback to make my learning even better next time. I can recall the parable of the lost son.</i></p>	<p><i>I know that Jesus had special friends who he loved and who loved him. I know that I can learn on my own and with and from others. I am willing to share my ideas and listen to other viewpoints. I think carefully about the resources I need to use. I can plan my learning, make changes, give and respond to feedback. I can recall the parable of the Good Samaritan.</i></p>	<p><i>I know that Jesus was a great teacher and enjoyed learning. I try to be the best learner that I can be. I don't say no but have a go! I keep trying even when I'm in the learning pit. I know what to do when I'm stuck so that I can climb out of the learning pit. I try not to get distracted or distract others. I can recall the parable of the sower.</i></p>
<p><i>I learn what it means to LOVE and always keep the Crookham Code of kind words, kind hands and kind feet.</i></p>		

Appendix C


An Example of a Thinking Time Reflection Sheet used alongside the Zones of Regulation

Draw/Write what happened	Draw/Write what you could have done. What would you do next time?

An Adult will scribe the discussion with the child to annotate what they write/draw, support understanding of right/wrong and promote reconciliation.

Appendix D
Crookham Code Prompt Sheet

PRAISE always using the language of KIND WORDS, HANDS AND FEET



Reminder given to all – about the specific rule we want to see- Kind words, hands or feet



Reminder given to individual – kind words, hands or feet (eye contact, name, touch)



Reminder given to individual with a warning that breaking the code will have a consequence.



Code broken

Consequence applied:

Loss of time with peers/playtime – time out in quiet area/another classroom or Team Ant room

Loss of privilege – inclusion in choosing time, job, resource

Loss of choice - resource, seating/activity/learning buddy etc.



Reflection and Reconciliation

Time should be given later in the day to talk with the child about the incident. Where the behaviour has been physical a **REFLECTION SHEET** should be completed where the impact on the child and others is discussed along with what could be done next time.

This reflection sheet is a log of time, date and details of the incident and is kept securely in a classroom file. The Zones of Regulation support pupil reflection.

Consideration is given as to who is the best person to have reflection time with the child and when/where it takes place (assault cycle).

The aim is to get the child back to their learning as soon as possible and for the incident to be dealt with and forgotten – starting again from a clean slate.

Appendix E

Some positive behaviour tips

Setting up to succeed with positive behaviour

At the beginning of the academic year, staff and children review the Crookham Code (our three school rules) and ensure they are understood to promote the desired learning behaviours. These will be displayed and referred to frequently. Classrooms will be organised to encourage independence and co-operation, with labelled containers, set places for equipment, clear routines and an expectation that taking care of each other and the classroom is a joint responsibility. Children are encouraged to consider others when moving around the school and teachers ensure this happens. The Crookham Code and our Values are displayed throughout the school. Positive praise, good behaviour and attitudes are praised and we are specific about the particular aspects that are being praised, ensuring that the children know what “good choice” means. Teacher rewards such as stampers stickers, stars or marbles can be awarded for good work and for keeping the Crookham Code. Reward policies are reviewed to keep them fresh and effective.

Using Circle Time to promote good behaviour

Circle Time is an opportunity for children to improve their communication and co-operative skills and really feel part of Team Crookham. Children and staff use games, activities and discussion to share their reactions to people and situations. The aim is to help children feel positive about themselves and to help them identify their own abilities and strengths and also those of their classmates. They learn to accept their emotions and express them in a constructive way, identify feelings that others may have and accept the validity of different emotional responses to the same situation. These areas of learning are also addressed in our RE Lessons, In PSHE as we work towards achieving our Team Crookham Bronze, Silver, Gold and Platinum Awards, and in Collective Worship when we focus on our Vision and Values.

Things to think about when dealing with an incident:

- Treat each situation and incident as a new one. A child’s history should not be taken into account when investigating what has happened. Remain calm and polite – use kind words!
- Talk to child/ren privately whenever possible.
- Be very clear that it is the behaviour that is unacceptable and not the child/ren, e.g. “That was unkind behaviour.” not “You are unkind.”
- Ask everyone involved to give their own version of events in turn.
- Listen to all those involved and show that you’re listening. Ask the others involved to listen and to point out the importance of listening to each other.
- Check to see if it was an accident.
- Remain calm and encourage the child/ren to stay calm.
- End with suggestions for a solution. See if child/ren can suggest a solution initially.
- Leave the incident behind the next day, unless a pattern has been identified and is being monitored.

How to mediate:

In the case of a dispute between children, an adult should mediate as follows:

- Ask each child what has happened.
- Ask each child if he/ she thinks it was an accident.
- Ask each child how he/ she feels and what he/ she would like to happen.

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- Ask each child if he/ she agrees.
- Check with both children that they are feeling comfortable with the situation and happy with the outcome.

Where there has been physical aggression or verbal abuse

- Sympathise with the injured child or party.
- Ask if the injury can be seen if appropriate.
- Assess the injury if appropriate
- Ask the injured child what happened.
- Ask the injured child if he/ she thinks it was an accident.
- Ask the other child what happened.
- Ask the injured child, in the other child's hearing, how he/ she feels.
- Ask what would help him/ her to feel better.
- Negotiate a solution that is fair and helpful.
- Inform classteacher or Headteacher where a staff member has been injured or insulted.
- Inform class teacher, Head teacher and/or parents as appropriate being clear as to whether this was an incident or an accident and how it was resolved or dealt with.
- Seek help from the ELSA or SENDCo if appropriate.

Where there is damage to property

- Check to see whether damage was accidental or deliberate.
- Talk about the value of the property, whether sentimental or commercial.
- Let child see feelings experienced because of damage of property.
- Ask child/ ren to suggest way he/ she can attempt to put things right, e.g. a sincere apology.
- In the case of wilful damage, parents can be asked to pay the full amount or a contribution towards repairs/ replacement in line with school's charging policy.

Appendix F Managing Extreme Cases of Difficult Behaviour

Although rare, we do recognise that for some children behaviour can be a problem for themselves and others. All staff will be made aware of children who have been identified with particular needs and the strategies to be used.

1. **If a pupil demonstrates seriously difficult behaviour** where he/she is endangering the health and /or safety of pupils or adults the Headteacher or other appropriate adult is notified immediately
2. As far as possible, the points below should be followed for the safety of the child and other pupils:
 - Remain calm
 - Isolate the child to avoid harm to self or others - removal of child or others
 - Encourage the child to participate or leave the classroom or playground with an adult.
 - Praise and reward if the child does as he/she is asked.
 - Parents to be informed of the child's behaviour and the actions taken. A meeting should be arranged to discuss future provision.
 - Any incidents should be documented on the behaviour log.
 - Where behaviour is repeated an individual behaviour plan and further record keeping may be appropriate.
 - The advice of professionals e.g. Primary Behaviour Support Team may well be sought.
3. Children who run away when asked to come to the teacher or adult are to be left to do so but an adult needs to keep an eye on their location. The office must be informed immediately to ensure the site is secure and the Headteacher alerted to support. The child will be supervised from a distance. Once the child has returned to the classroom or building, appropriate steps will be taken to support the child in understanding their action and the consequences of it. The parents should be informed at the end of the school day. In the event of the child going off site the parents will be informed immediately.
4. A review of provision may be necessary once it is deemed that a child is unable to access the educational provision offered at the school. All arrangements should be established with an appropriate timescale for re-integration.
5. In the extreme circumstances of continued challenging verbal or physical behaviour in the school the child will be excluded for a fixed term period. Such a decision will only be in the event of all other strategies failing to modify a child's behaviour and will adhere to guidelines from DFE on exclusions, being particularly mindful of the need to meet the needs of all children including those with SEND.

Government Guidance is contained in a document called "**Exclusion from maintained schools, Academies and Pupil Referral Units in England**" which is available from GOV.UK.

Guidance for parents on exclusions is available on the Hampshire website www.hants.gov.uk

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In these cases it is necessary to adopt a specific course of action to help the child learn more appropriate behaviours. We do, at all times, ensure that poor behaviour is not due to inappropriate or unchallenging work.

Physical Intervention

At Crookham C.E. (Aided) Infant School we will follow our school **Physical Intervention policy and DFE guidance - Use of reasonable force in schools** available at GOV.UK

Key staff are trained in **Team Teach**.

At Crookham C.E. (Aided) Infant school

De-escalation of a situation is always the first strategy

- Remain calm
- Ensure the Head teacher is informed and that additional adults can attend the location specified on the red card
- Remove the rest of the class from the situation if appropriate
- Talk calmly to the child – listen to responses
- Allow time to calm the situation – do not get into an argument – get another adult to ask questions if appropriate.
- Restraint of children may be used to:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a child behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour or learning of others;
 - prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
 - restrain a child at risk of harming themselves through physical outbursts.

Records of the incident will be made and parents informed. Where a child has required restraint on more than one occasion a risk assessment will be undertaken for that child.

Strategies for dealing with children who have emotional and behavioural difficulties (E.B.D.)

On some occasions it may be necessary to take specific action to help children learn more appropriate behaviour. This may include:

- Analysis of difficult behaviour and its context
- Placement of the child on the SEND and Additional Needs register to monitor progress against the strategies put in place and to work closely with his/her parents
- Individual behaviour Plans
- Referral to outside agencies such as Educational Psychologist, Behaviour Support, GP.

The SENDCO is responsible for advising on the suitability of a range of strategies for supporting children with E.B.D.

Appendix G Bullying

At Crookham C.E. (Aided) Infant School, all staff have a zero tolerance approach to bullying.

Definition

There is no legal definition of Bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion or gender.

STOP - Several Times On Purpose can be a useful aid in understanding.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)

Identification

Children usually talk quite openly about problems between themselves. As adults we need to listen carefully and observe children to try to distinguish major problems from the minor difficulties.

Children display emotional problems in a variety of ways: crying, moodiness, solitary play or withdrawal. Adults should be aware of changes in patterns of behaviour which may indicate such problems.

Incidents of bullying may be identified by children, parents or members of staff.

Procedure

Action against bullying should occur within a framework which reminds all pupils that bullying behaviour is unacceptable and will not be tolerated. The school are proactive in promoting positive behaviour and creating an environment and ethos of Team Crookham where bullying is not acceptable.

Often where there are incidents of behaviour below expectations a problem solving approach may help. The adult tries to remain neutral and deliberately avoids closed questions which may be perceived as accusatory. He or she makes sure each child has the opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying.

If incidents of bullying occur the following steps are taken.

- All incidents that occur during break or lunchtime are reported to the class teacher who must log the incident and actions taken.
- The class teacher will speak in the first instance with the children and then the parents
- If parental concerns are expressed initially to the class teacher he/she will attempt to address them and resolve the problem, reporting back to parents on actions taken.
- The Head teacher or deputy must be informed of any concerns by the teacher or parents.

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- Any incidents of bullying will be discussed in staff briefing so that everyone is able to observe the children involved and implement any agreed strategies.
- If problems are not resolved immediately, all adults who come into contact with the child will be informed. The Head teacher and class teacher will discuss the problem with the parents of victim and culprits alike and create and regularly review a plan.

This procedure may be stopped at any stage depending upon the severity of the problem and the outcome of the steps taken.

Outcomes

- The child who is the bully will be asked how they can put the situation right and apologise where possible.
- If possible the children will be reconciled.
- The child will be helped to appreciate how the victim feels because of their actions.
- Bespoke programmes of intervention may be put in place for both the victim and perpetrator.
- Each case will be monitored to ensure repeated bullying does not take place.
- Sanctions will be used where bullying behaviour is proven.
- Parents will be informed of the outcome.

Advice for parents is available on the Hampshire County Council website www.hants.gov.uk.

Equality

The school endeavours to provide equal opportunities to all pupils regardless of age, gender, ethnicity, ability and for those for whom English is an additional language.

The school aims to foster an environment which promotes effective learning behaviours and habits.