

Positive Behaviour Policy

Aims and Philosophy

Chalfont St Peter Infant School takes a very positive and encouraging approach to behaviour and discipline. It is our primary aim that every member of our school community feels valued and respected, and everybody is consistently treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. We recognise that fundamental to our behaviour policy is the ethos of the school, to which everyone in school contributes; this promotes an environment in which all members of our school can live and work together in a supportive way feeling happy, safe and secure. Providing a positive atmosphere and setting high standards is everyone's responsibility. We encourage all members of the school community (pupils, staff, parents and governors) to take this responsibility seriously.

Our Behaviour Policy is a means of promoting good relationships so that people can work together with the purpose of helping everyone to thrive. It aims to help children grow in a positive environment and to become responsible and increasingly independent members of the school community and wider world.

Our behaviour policy is based on the following principles:

- High expectations and mutual respect create a safe, happy, nurturing, welcoming and purposeful environment.
- Children thrive in an environment where good behaviour is continually praised.
- The school values ([Appendix 1](#)), rules and Zones of Regulations (see [Appendix 2](#)) are central to school life to support every child to make appropriate behaviour choices. This helps them to feel safe, happy and ready to learn and to be able demonstrate their values and rights in a confident and appropriate way.
- If children are encouraged to understand their responsibilities in relation to actions they can make good behaviour choices which respect the learning and well-being of others.
- All children have potential and room for growth (Growth Mindset [Appendix 3](#)).
- Children will understand how to behave as kind and respectful citizens if all members of the school community (staff, parents, governors, volunteers and visitors) are great role models and support the philosophy of the school.

Class teachers discuss the school rules with their classes. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

School Approach

Praise, Rewards and Recognition

Children are praised and rewarded for good behaviour in a variety of ways:

Chalfont St Peter Infant School
'Learning Together and Celebrating Success'

Positive Behaviour Policy

- Staff congratulate children at every opportunity- with verbal praise in real times, thanks and a smile.
- Stickers are given to children for good work, good behaviour or to acknowledge effort or acts of kindness in school
- Class based reward systems support good behaviour both individually and as a class
- Every class has a 'Happy Box' of small treats/toys where children who particularly try hard in any area of the curriculum and/or display kindness to others, choose an item from the box. This can also be gained for a full sticker chart.
- Good behaviour, kindness and effort is shared with parents at Parent Consultations, via the Reading Record Book, after school or via an email or note home.
- Weekly, children are nominated from each class to be 'Star of the Week'; these pupils receive a certificate and recognition in Celebration Assembly
- Weekly, a School Value Award is given to a nominated child by their class teacher or other members of staff
- Children share good work, good progress, good behaviour or acts of kindness with SLT or the Head teacher.

Action and Consequences for inappropriate behaviour choices

Behaviour choices that affect themselves negatively and impact the wellbeing or learning of others are unacceptable and are dealt with in a variety of ways depending on incident/intent. Logical consequences are used to reinforce the boundaries between acceptable and unacceptable behaviour. This is to help children reflect on their behaviour and enable them to modify and improve it. The use of logical consequences should reflect that misbehaviour can occur in different contexts and consequences applied should be appropriate to the context, showing an understanding of the individual concerned. As the children move up Key Stage 1, we encourage them to be part of the process generating logical consequences following an incident of unacceptable behaviour. This is all part of our ethos of self-awareness and self-regulating. Staff also seek to explicitly teach pro-social behaviours and ways to respond to incidents.

See [Appendix 4](#) for the school list of Actions and consequences following inappropriate behaviour choices.

Each day is a new day with a new start especially for young children. It is essential to stay positive at all times and praise and encourage good behaviour or improvement in behaviour.

Bullying

It is defined as deliberate hurtful behaviour, repeated over a period of time by the same child/ren to the same child and where it is difficult for those being bullied to defend themselves.

Bullying can be:

- Physical – pushing, kicking, hitting, pinching and any other form of violence. It may involve threats.
- Verbal - name-calling and teasing
- Emotional - excluding (i.e. not speaking), tormenting (i.e. hiding belongings), humiliation

Positive Behaviour Policy

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Use of Force/Restraint

All staff members are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that pupils behave in a responsible manner during lesson time.

Our class teachers have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability.

Class teachers treat all children in their classes fairly, with respect and understanding and enforce the classroom code consistently.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher and/or SENDCo.

The class teacher reports to parents and carers about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a social worker or the LA's behaviour support service.

The Role of the Head Teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the School's Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Positive Behaviour Policy

The Role of Parents and Carers

The School collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

School rules are shared and staff consistently reiterate the importance of rules for the school community to work harmoniously.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the Home–School Agreement. We build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and then the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the School's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

If a serious incident occurs lower level sanctions may be disregarded. These incidents will be at the discretion of the Senior Management Team. Where appropriate the school will follow the Bucks Exclusion Policy.

<http://www.buckscc.gov.uk/education/education-support/exclusions-and-reintegration>

Fixed-term Suspensions and Permanent Exclusions

Please refer to the adopted BCC guidance on Exclusions.

Monitoring and Review

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in the Classroom Behaviour Log. The Head teacher records those incidents in which a child is sent to him/her on account of inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incidents to the appropriate teacher or LSA attached to the child's class.

The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor exclusions and ensure that the School's policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the School abides

Chalfont St Peter Infant School

'Learning Together and Celebrating Success'

Positive Behaviour Policy

by the non-statutory guidance, The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy **every two years**. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Related policies or guidance

[BCC guidance: Use of Reasonable Force](#) [BCC Safeguarding Zone](#)

[BCC guidance: Exclusions policy](#)

Appendix 1

Vision 'Learning Together and Celebrating Success'

Our school vision is to provide an education of the highest quality in a welcoming, joyful, positive and secure environment where children can thrive. Children are at the centre of all we do and our aim is to develop a whole school culture where they feel included, respected, safe and happy and where their achievements and contributions are valued and celebrated. We want our school to be a place where children become good and kind citizens of the future, grow in confidence and find their time to shine; reaching their potential and their North Star!

School Values

This ethos and a strong moral compass underpin all that we do. Our school values help the children with a solid framework in which to live and learn and shape their mindsets, character and behaviour for the future.

As our pupils travel the Chalfont Journey we support their learning with regular reminders of these values, through discussions, stories, real life experiences and learning about inspirational people and events, to demonstrate these values in action.



Value	Golden Rule
We are:	We always try our best to:
Caring	...be kind, gentle and helpful.
Creative	...join together to make things work, take on challenges, ask big questions and seek big answers.
Respectful	...treat all people as we would like to be treated; take care of our world and all that is in it, and always speak kind words.
Hardworking	...be the best we can be, and show resilience and positivity in all we do.
Honest	...have the courage to tell the truth, no matter how difficult.

Positive Behaviour Policy

Appendix 2

Zones of Regulation

The focused Zones are a methodical behavioural approach used to teach self-regulation by reasoning and recognising specific emotions. The Zones framework provides strategies to support children to become more aware of and independent in controlling their emotions and managing their own behaviour. Importantly, this concept enables children to understand how their behaviour affects and impacts their peers which encourages positive outcomes either independently or with adult guidance.

The Four Zones: children's feelings determine specific zones

The Green Zone:

Children are happy, focused, content and ready to learn. Learning in the Green Zone is at an optimum.

The Yellow Zone:

Children are excited, anxious, nervous or silly where some support to re-focus may be given.

The Blue Zone:

Children may be sad, tired, ill or bored. When in the Blue Zone, children know how to seek adult support if necessary.

The Red Zone:

Children experience heightened states of alertness and intense emotions. They may be elated, angry, frustrated or scared. During times of explosive behaviour, children learn to self-regulate independently or actively seek adult support.

All staff have a visual card for the zones on their lanyards for immediate reference with the children in all areas of the school environment.

Zones of Regulation charts are visible in all classrooms for the children to use to regulate their emotions. Children are encouraged to aim for the green zone; when finding themselves within other colours, discussions with regard to moving back to the Green Zone take place.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

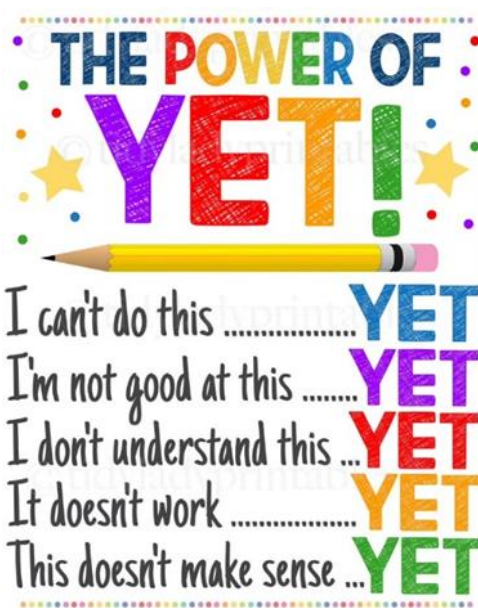
Appendix 3

Growth Mindset and the Power of Yet

A growth mindset occurs when we believe our intelligence and abilities can be improved with effort and the right strategies. A willingness to confront challenges, a passion for learning, and viewing failure as a springboard for growth are all characteristics associated with a growth mindset.

Our children are encouraged to face challenges daily, and to understand that failure is a natural part of learning which helps their brain to grow. We help them to build a range of strategies they can use themselves to improve in resilience and attitude and gain success.

We also work to help the children realise that good things are to come. Some things take hard work, commitment and perseverance but we will get there. We call this the Power of Yet.



Positive Behaviour Policy

Accomplish BIG Things With a

GROWTH MINDSET!

Success Begins With Believing You Can



Instead of Thinking...	Think This...
I can't do it.	I'm still learning. I'll keep trying!
I'm not good at this.	What can I learn to get better at this?
It's good enough.	Is this the best I can do?
It's too hard.	With more practice it will get easier!
I'm afraid of making a mistake.	Mistakes are how I learn & get better!
They are better at it than I am.	What can I learn from them?
I don't know how.	I can learn how!
I can't make this any better.	I can always find ways to improve!
I don't like challenges.	Challenges make me better!
I give up.	I'll try a different way!

Chalfont St Peter Infant School
'Learning Together and Celebrating Success'

Positive Behaviour Policy

Appendix 4 Actions and Consequences/Strategies

Level	Behaviour	Consequence/Strategy
Level 1	Minor misdemeanours and first instance disruption to learning. Could include, but not limited to: Low level noise, chatting, silly noises Interruption or calling out Not being on task Ignoring instructions Pushing in the Line Rough play at breaktimes	Clear eye contact made with the child. Use of child's name to focus. Quiet reminder of expected behaviour with reference to the Zones of Regulation Positive, verbal support and encouragement for appropriate behaviour is given = Thank you for... LSAs support good behaviour with silent sticker distribution. Change of seating. Verbal warning of the consequences if they cannot make the right behaviour choice (e.g. missing break, missing some of golden time, speaking to senior teachers (i.e. moving to Level 2). Time to reflect – class teacher will have a conversation with them supporting them in making more positive behaviour choices and asking them to consider why they might have made these choices.
Level 2	Continued ongoing minor misdemeanours, higher level misdemeanours and disruption to learning. Teacher may take advice from colleagues. Could include but not limited to: Persistent Level 1 behaviours Rudeness One off swearing Disrupting the class and affecting other children's learning Inappropriate remarks to other pupils Refusal to do a set task Pushing or shoving Minor challenges to authority Damaging property with intent Leaving the class without permission Harmful/offensive name calling Continuous rough or unkind play at breaktimes Targeted behaviour towards the same child repeatedly	As appropriate the teacher may choose to give one or/ more of the following consequences. Child given time in a quiet place out of the classroom to think and self-regulate. Time lost from play-time or lunchtime in increments of 5minutes. Time out in another classroom with work (max 15 minutes) Child will see a member of senior staff (SENCO/Head of year/ key stage lead) to decide next steps. A sticker chart or similar may be set up. Teachers will contact parents/carers where appropriate if stage 2 behaviour 3x or more in a half term- in discussion with a member of Senior Leadership team. Writing apology letter if required. Incidents to be recorded on CPOMS.

Chalfont St Peter Infant School
'Learning Together and Celebrating Success'

Positive Behaviour Policy

Level 3	Pattern of behaviour identified and behaviour is now having a big impact on the school day. The child has behaved completely inappropriately or is continuing to disrupt learning. Could include but not limited to: Persistent Level 2 behaviours Persistent swearing Fighting Throwing objects with intent to harm Purposefully harming another member of the school community *. Repeated refusal to do a set task Continued or more serious challenge to authority Highly offensive remarks to any member of the school community	Pupil sent to member of SLT. Child's parents/carers informed and will be asked to attend a meeting to discuss their behaviour with a member of Senior Leadership team. Sanctions may include withdrawal of break times and privileges, such as responsibilities and involvement in clubs. Class teacher to analyse behaviour with SENCO and complete ABC analysis. A = Antecedents(triggers). Behaviours and Consequences. A Positive Personal Intervention Plan will be drawn up by the teacher and SENCO in consultation with the parents/carers. This will include strategies to support behaviour in a positive way with appropriate solutions. Chart or home school diary or report card may be set up as appropriate. Internal exclusion may be enforced at the discretion of the HT. Incidents to be recorded on CPOMS.
Level 4	Behaviour is now a significant problem. The child has behaved completely inappropriately, or the child has acted in a dangerous way which harmed or could have harmed themselves or others. Could include but not limited to; Persistent Level 3 behaviours Purposefully ignoring instructions and putting themselves and others in danger Harming someone else so they need medical help Deliberately damaging other people's equipment or belongings. Continued fighting Continued stealing Any sexual harassment or inappropriate sexual behaviour. Bullying- Purposefully seeking a child out to physically attack and name call. Racist/homophobic comments Very serious challenge to authority.	Pupil sent straight to HT. Child's parents/carers will be asked to attend a meeting to discuss their behaviour with the Headteacher. Loss of playtimes time with member of SLT. Situation to be monitored by teacher and SLT. Parents/carers will be contacted and exclusion procedures followed. Internal Suspension External Suspension Exclusion Depending on the severity and intent of the misbehaviour fixed period of suspension (internal or external) could be applied. If this is deemed necessary, all will be undertaken in line with our own Exclusion Policy and following the Bucks CC Guidance. Incidents to be recorded on CPOMS.

Chalfont St Peter Infant School
'Learning Together and Celebrating Success'

Positive Behaviour Policy

	Leaving school without permission	
Level 5	Persistent Level 4 behaviours Persistent verbal abuse to a member of staff or pupil Physical abuse to any member of the school community Malicious physical assault on another member of the school community. Consistent racist/ homophobic comments.	Parents/carers will be contacted and exclusion procedures followed. External suspension for a fixed term. Situation monitored by SLT. Team around the child meetings. PIPs continued and regularly reviewed. Pupil to be placed on report and contract system. Behaviour monitored daily. Incidents to be recorded on CPOMS.
Level 6	Repeated Level 5 behaviours One off extreme act of violence/ damage to property	Permanent Exclusion from school in line with school Exclusion Policy and following Bucks CC Guidance. Governor Disciplinary subcommittee convened. Incidents to be recorded on CPOMS.
If the child's behaviour is dangerous or it becomes necessary we will move directly to Level 3-5 at the discretion of the Headteacher. All of the above sanctions are put into place at the discretion of the Headteacher, and the context and child's needs will be fully considered when sanctions are applied.		

<https://synapse.org.au/fact-sheet/the-abc-approach-to-behaviour-support/>

*A member of the school community – is defined as any pupil, member of staff, governor or invited visitor to the school.