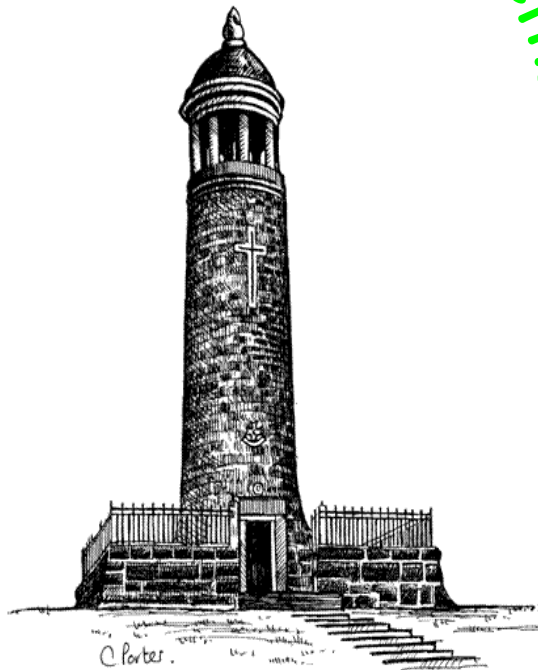


Caring, learning & praying together



Crich Church of England Infant School

Behaviour Policy 2026-2027

Crich Church of England Infant school

"Caring, Learning and praying together"

Behaviour policy

Vision Statement

The staff and governor have agreed our vision statement for the school as:

"Our aim is to enable all children to flourish within a loving family community, widening children's aspirations and nurturing their connections with the natural and wider world.

In the same way, **let your light shine** before others, so that they may see your good work and give glory to your Father in heaven. Matt 5:16"

To achieve our vision, we will aim to:

- Our school logo is centred around the Memorial Tower, a focal point of our village, which has stood for 100 years. Starting with solid foundations, it was built up from a strong tower which rises to provide the light which shines out across the surrounding homes and countryside.
- This structure is reflected in our vision, building on good foundations, we want our children to be built up into mature adults who can take their place in the world and make a difference.

What are the foundations on which we build? AFFIRMATION

"I praise you because I am fearfully and wonderfully made "Psalm 139:14

We want every child to know that they are unique and of value, to feel loved accepted and secure, giving them confidence on which they can build. The receiving and giving of friendship, respect and dignity lies at the heart of this foundation.

How do we build on this foundation? ASPIRATIONS

"Intelligent people are always ready to learn. Their ears are open for Knowledge "Proverb 18:15

We want every child to flourish, reach their potential and be equipped with the knowledge and skills they need for life and the wisdom in how best to use them.

Therefore, we use the following building blocks:

- Fostering a love for learning
- Deepening and extending their knowledge through excellent teaching
- Encouraging them to make wise choices
- Widening their outlook and cultural understanding

- Encouraging their natural skills and helping them to explore new ones
- Nurturing spirituality
- Developing their social skills to become good citizens
- Learning to respect the environment, both locally and across the wider natural world
- Learning to face challenges with courage
- Celebrating the individual
- Respecting diversity
- Learning resilience
- Appreciating and enjoying the gifts of diversity
- Instilling a positive sense of good behaviour and self- discipline
- Enabling all our staff and governors to develop their skills and knowledge

Where does this lead? ATTRIBUTES

"Let your light shine" Matthew 5:6

"And you must love your neighbour just as much as you love yourself" Luke 10:27
(Parable of the Good Samaritan)

Having affirmed, and built up the aspirations of our children, we want to see them being able to fulfil the vision, "Let your light shine" and make the world a better place both now and into the future. This starts with our community of school and village and extends to the worldwide community.

In order to achieve this, we look to establish the loving attributes of:

- Compassion and caring
- Sharing
- Forgiveness
- Peace-making
- Giving generously
- Fairness
- Courageous advocacy
- Using their knowledge and skills for themselves and others
- Working hard to achieve personal success

We believe that when all staff, children, parents, carers and governors share these aspirations and qualities then our school and its children will achieve the highest standards in learning and life.

"You are the light of the world. A town built on a hill cannot be hidden" Matthew 5:14

It is suggested that the name Crich is derived from a Celtic word meaning "crag" or "hill". Like the town on the hill mentioned in Matthew's Gospel, we hope that our light will shine out from the village built on a hill and never be hidden.

In conclusion

We believe that our school must be a happy, caring place where friendliness, respect and understanding exist between staff, children, parents/carers and governors. A place where all our children have equal access to the curriculum embedded within a strong Christian ethos.

Intent

Imposing discipline is one of the most difficult problems of modern life, in the home, at school and in a society. We believe a framework is required to give our children a sense of security.

- To provide a setting where everyone feels safe and secure.
- To provide trusting relationships and consistent routines.
- To encourage children to make the right choice and to take responsibility for their actions.
- To nurture children so they become positive, responsible, and independent members of society.
- To recognise that all children are individuals.
- To explicitly support British values.

Implementation

Our children are expected to be friendly, considerate, and polite to each other, to all staff and to all visitors. To learn well, children need a calm, purposeful classroom, and school atmosphere. We encourage this in school through:

- Emphasising the positive, including praise for good behaviour and thoughtfulness, as well as good work.
- Showing, by example, the standards of courtesy we expect.
- Being aware of and controlling our own stance and tone and volume of voice.
- Being constantly aware of the interactions of the children in our care.
- Making sparing but consistent use of sanctions, whilst avoiding whole group punishments and humiliation.

The following principles help to guide our management of behaviour:

- Children function best when their needs are met-physically, educationally, and emotionally.
- Children perform best when the task is matched to their ability.
- Children function best when it is clear what is expected of them.
- Behaviour is managed best in a positive climate where there is a balance between rewards and sanctions which are fairly and consistently applied.
- Everyone is responsible for good behaviour.

- Only by working together can we devise effective, consistent strategies to improve and maintain good behaviour.

Each teacher regularly refers to the school rules with their class. In Collective Worship behaviour is discussed and children are encouraged to think about what good behaviour looks like and their responsibility to follow the behaviour expectations of the school. Links are also made with British Values. In this way every child in school knows the standard of behaviour that we expect in school. If there are incidents of anti-social behaviour the class teacher may discuss these with the whole class during "circle time".

Bullying:

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. We accept that bullying can happen in any school, and we do everything in our power to ensure that all children attend school free from fear. Incidents of bullying are recorded on the incident report form and kept securely.

Discipline:

To support the Behaviour policy, specific rules are applied within school.

- **Golden rules- whole school.**
 1. We are gentle.
 2. We are kind and helpful.
 3. We work hard.
 4. We look after property.
 5. We listen to people.
 6. We are honest.

The rules are discussed with the children regularly. They are taught that if they break a rule, it will be through making a wrong choice and that the result may be the imposition of a sanction.

- **Classroom rules-** each class has its own set of rules.

These are decided by the class and are displayed in the classroom. They are developed to help all the children make good decisions about their behaviour, setting clear boundaries and to create a secure and happy classroom environment in which teachers may teach and children may learn. A display is made in the classroom of behaviour rules. The children will add their names to the display to acknowledge that they agree to the rules.

Class recognition board- Every class will have a recognition board. The adults will pick a behaviour which they wish to encourage and practice (for instance kind hands, good listening) and when children are spotted demonstrating this behaviour their photo will go on the board to be celebrated! The aim is that all of the children should get onto the

board in any given day or session and that it is a team effort! If all of the children get onto the board the class will celebrate, but the reward will be essentially intrinsic. The aim is for the children to want to behave well because it feels good and is the correct thing to do-not for the extrinsic reward.

The class teachers in our school have high expectations of the children`s behaviour. They strive to ensure that all the children work to the best of their abilities and work towards being Star worker or Worker of the week,

The class teacher is expected to treat all children fairly, consistently, with respect and understanding.

The class teacher is expected to plan lessons that engage, challenge, and meet the needs of all learners.

The class teacher is expected to use visible recognition mechanisms

Rewards

- Verbal praise.
- Whole class jewels in a jar-working together to earn a class reward
- A postcard home
- Sharing good work with the rest of the class.

Guidelines for dealing with behaviour problems.

1. Praise publicly, reprimand privately wherever possible.
2. Deal with the behaviour rather than the child "We like you but not the behaviour".
3. Encourage children to make a different choice." You need to make a different choice"
4. Allow opportunities to save face.
5. Diffuse or avoid direct conflict wherever possible. Remain calm and avoid being drawn into an argument.
6. Always use the least heavy sanction and apply it consistently. Remember you may feel less tolerant at certain times (wet play) but do not let this cloud your judgement.
7. Sanctions should follow as soon after the offence as possible.
8. Say what you mean and mean what you say.
9. Try to evaluate what was the cause of the behaviour.
10. Children continually causing disruption will be closely monitored. Parents/carers will be asked to work with us. Individual plans will be in place where necessary.

Behaviour system

1. Children will be reminded what is good behaviour
2. If the behaviour continues then the child will receive a warning
3. If the behaviour persists then the child will receive a yellow card - which results in a timeout - this may be at playtime for KS1 children but will be done immediately for Reception children.
4. If the behaviour does not improve then the child will receive a red card.

If the child receives a yellow card then the behaviour is logged on Arbor and a message sent home to the parents/carers on parent hub. Behaviours that instigate an instant yellow card include rudeness or defiance.

Monitoring of behaviours will take place to check for patterns.

If a child receives a red card, then behaviour is logged on Arbor, and a phone call is made to parents/carers. Behaviours that instigate an instant red card include aggressive behaviours or physically hurting another child.

The role of the parents/carers

The school works, collaboratively with parents/carers so that they are clear about the school's expectations. We explain the school rules to the parents/carers at meetings and our policy is available on our school website. Parents/carers are expected to support their child's learning and to cooperate with the school. We build a supportive dialogue between home and school. Parents/carers are expected to sign a Home/School agreement. We inform parents/cares immediately if we have concerns about their child's welfare or behaviour.

Equal opportunities and Special Education Needs.

All adults in school ensure that all children regardless of race, gender or ability follow the school rules. Care is taken to apply our rewards and sanctions consistently and fairly at all times whilst taking into consideration children and their individual needs.

Health and safety

It is always the duty of the adults in school to ensure the safety of children. Inappropriate behaviour is dealt with firmly and in accordance with our agreed sanctions. In cases where a child has a condition which render the sanctions unworkable, restraint may be used when adults consider the child is likely to cause a danger to themselves and others. Restraining techniques are very rarely used but are in line with advice from Derbyshire County Council. Please refer to the policy for positive behaviour support (including physical intervention).

The role of the Headteacher

It is the responsibility of the Headteacher, under the Schools Standards and Framework Act 1998, to implement the school Behaviour policy consistently throughout the school, and to report to Governors when requested the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed term exclusion to individual children for serious acts of misbehaviour. Or in the case of repeated or very serious acts of anti-social behaviour the Headteacher may exclude a child. The Headteacher will inform the Chair of Governors following any exclusion. The Headteacher and Governors always follow the LA procedures.

If the school must use reasonable sanctions to reprimand a child, parents/carers would be expected to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, they should contact the Headteacher. If these discussions cannot be resolved the Governors would be contacted and a formal grievance or appeal process implemented.

The Role of the Governors

The Governing Board has the responsibility of setting down the general guidelines on standards of discipline and behaviour and of reviewing its effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the School Behaviour policy and Discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

Fixed term and permanent exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil from school for one or more fixed periods, or up to 45 days in one school year. The Headteacher may also exclude a pupil permanently. It is possible for

the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil she informs the parents/carers immediately giving reasons for the exclusion in a letter and a V6 form is completed. At the same time the Headteacher makes it clear to the parents/carers that they can, if they wish appeal against the decision to the Governing Board. The school informs the parents/carers how to make such an appeal.

The Headteacher informs the LA and the Governing Board about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Board will need to convene a Discipline group (this group is convened as and when it is needed). The group will consider any exclusion appeals on behalf of the Governing Board.

When an Appeals Panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded (members are convened as and when required and are different from the Discipline group and have no previous involvement with the incident in question). They consider any representation by parents and the LA and whether the pupil should be reinstated.

If Governors' Appeal panel decides that a pupil should be reinstated the Headteacher must comply with this ruling.

Monitoring

The Headteacher 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 Headteacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.

It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Board will review this policy annually. The Governors may however review the policy prior to its next review date if the Government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

Crich Church of England Infant School is committed to safeguarding and promoting the welfare of all children.

Impact of the policy

The Governing Board and the Staff at Crich Church of England Infant school share an objective to keep all our children safe by providing a safe environment with explicit guidelines on standards of discipline and behaviour enabling all our children to learn regardless of their starting point.

Signed:

Co-Chair of Governors:

Signed Headteacher:

Date:

Safeguarding statement

The Governing Board and the staff at Crich Church of England Infant school share an objective to keep the children safe by contributing to -

- Providing a safe environment for all the children to learn.
- Identifying children who are suffering or are likely to suffer significant harm and taking appropriate action with the aim of making sure that they are kept safe both at home and in the education setting.

To achieve this objective, we-

- Aim to prevent unsuitable people from working with children.
- Promotes safe practice and checking any poor or unsafe practice.
- Identifying instances where there are grounds for concern about a child's welfare and take appropriate action to keep them safe.
- Contribute to the effective partnership working between those involved in providing services for our children.

Appendix One

DfE Exclusion Reasons and Codes (ADD)

The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Pupil Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or brining onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon
LG	Abuse against sexual orientation and gender identity	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
DS	Abuse relating to disability	Derogatory statements or swearing about a disability Bullying related to disability

		Disability related graffiti, Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted
PP	Physical assault against pupil	Fighting Violent Behaviour Wounding Obstruction and jostling
PA	Physical assault against adult	Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour

		Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, BI phobic and transphobic bullying, bullying related to disability
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse

		Substance abuse
DM	Damage to property	Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
TH	Theft	Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely

January 2026