



# Behaviour Management Policy

June 2025

CAS-04



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
Curriculum & Standards	June 2025	June 2026

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### **EQUALITY IMPACT STATEMENT**

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

## **Introduction**

We wish to promote a positive, nurturing environment in which all pupils can realise their full potential, reach the highest possible standards and feel safe, secure and good about themselves.

This policy is based on respect and care for each other and our environment. Success comes from staff, pupils and parents working in partnership with common goals. There is a shared understanding that all behaviour is a form of communication.

This policy should be read in conjunction with the following policies:

- Exclusions
- Child Protection
- Child on Child Abuse
- Confiscation and Searching
- Positive Handling

## **Aims**

Our behaviour policy:

- Provides consistency for children.
- Enables children to be clear about what is expected of them.
- Sets clear boundaries for acceptable behaviour.
- Promotes security and safety for all in the school.
- Reinforces good and acceptable behaviour in a positive way.
- Encourages children to reflect on their behaviour.
- Shows that everyone has rights and is valued.
- Encourages respect and care for others.
- Develops recognition of authority and responsibility.
- Makes appropriate reference to rewards and logical consequences



## Promotion of Positive Values, Attitudes and Behaviours

Positive values, attitudes and behaviours are promoted implicitly in all we do in school. They are also promoted in more explicit ways through, but not limited to:

- Collective worship
- Class Assembly
- RE / PSHE Lessons
- Positive role models
- Circle time
- nurture groups

Gem Power rules are in place to promote positive learning behaviours. These are:

**RUBY POWER:** I will be kind to others and make them feel good about their learning and successes.

**DIAMOND POWER:** I will take responsibility for solving problems and use different strategies to help. If I get stuck I will ask a good question. I will recognise when I can do things for myself and when I need some help.

**PEARL POWER:** I will be honest and fair.

**SAPPHIRE POWER:** I will focus and engage with my learning and help others to focus as well.

**EMERALD POWER:** I will be a brave learner and always try my best. If I get things wrong or make a mistake I will bounce back and have another go.

**TOPAZ POWER:** I will work in a group with others and take it in turns to share my ideas and listen to their thoughts.

**AMETHYST POWER:** I will listen carefully to my partner whilst solving problems

These are underpinned by the values of respect, care, consideration and responsibility for oneself and others. They should be reaffirmed through discussion, morality stories, role play and drama. The expected behaviour should be reinforced at all times, especially during less structured activities. Children may be asked to reiterate the expectations to ensure clarity.

Children are encouraged at all times to take responsibility for their own belongings, their classroom, their work and their actions. They are also encouraged to deal with incidents of inappropriate behaviour that they witness or are victim to, by verbally challenging the behaviour. They should then report the behaviour to an adult.

## Expectations

We expect high standards of behaviour from our children. We believe that good behaviour enables all children to make the best of their educational opportunities and that a behaviour policy helps everyone involved in school to understand what is expected.

### BEHAVIOUR TOWARDS OTHERS:

- We expect that other feelings, opinions and property should be respected at all times.
- We believe that abuse – verbal or physical is never acceptable.
- We believe that lying or swearing is never acceptable.



- We should treat all people with respect.
- We should try to put our points of view across politely.
- We should understand it is always best to tell the truth.

#### **GENERAL BEHAVIOUR AROUND THE SCHOOL:**

- We expect members of our community to behave in a sensible and calm manner that ensures the safety of everyone.
- We want everybody to understand that their behaviour affects the way that people see them and our school.

#### **BEHAVIOUR OUTSIDE SCHOOL:**

We expect that members of school community will maintain the same high standards of behaviour outside school, particularly when representing the school, e.g. on an educational visit, and that any misdemeanour which could be detrimental to others and the school's reputation may result in logical consequences being put in place.

#### **GOVERNORS WILL BE RESPONSIBLE FOR:**

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

#### **HEADTEACHER WILL BE RESPONSIBLE FOR:**

- Reviewing this policy in conjunction with the governing board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from any behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

#### **ADULTS IN SCHOOL WILL:**

- Care for the children; acting as role models, displaying the standards of conduct and behaviour we hope to develop in our pupils.
- Explain their expectations clearly and apply rewards and consequences consistently and fairly.
- Support children who need to have good behaviour modelled to them and talk to children about their behaviour, good and bad, to increase their understanding



- Treat children with respect and politeness.

#### CHILDREN NEED TO:

- Ensure they follow the 'Gem Power' behaviours (which are displayed in each room) and the school rules for behaviour around the school.
- Understand that their time in school needs to be used wisely. They are expected to listen carefully, work hard and ask for help if they need it.
- Know that it is their responsibility to care for their classroom and their school, for other people and their belongings.

#### PARENTS AND CARERS

Through the Home-School Agreement we engage with parents in the process of encouraging positive learning behaviours and:

- Trust that parents and staff will work in partnership to maintain a consistent approach to the behaviour policy.
- Discuss with parents the rewards and consequences that can be used at the discretion of staff.
- Will contact parents where appropriate to inform them of rewards and consequences that are being used with their children.
- Recognise the contribution that parents can make to the success of a behaviour policy.

#### PARENTS AND CARERS, WHERE POSSIBLE, SHOULD:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

## Record Keeping

All significant incidents (Stage 3 and 4) are recorded on CPOMS. These records may assist in seeing patterns developing or simply keeping a track on what was said or done as a result of a behaviour being displayed.

All meetings with parents from these incidents will be minuted and agreed actions logged in CPOMS. All incidents shared with parents will be shared with HT and DHT. Appendix 1a can be used to help teachers formulate their approach to the meeting. Appendix 1b should be used to record the meeting. All agreements made, monitoring sheets, behaviour intervention plans will also be collated and filed on the Google Drive. Proformas for behaviour intervention plans are in Appendix 2.

Behaviour that is of concern in terms of child protection issues will be immediately reported and recorded in accordance with the Child Protection Policy and Procedures.



## Behaviour Management Strategies

Behaviour management needs to be fair and consistent but also needs to reflect the age/developmental stage of the child and the context they are in. We have a consistent approach across our school and use a wide-ranging tool kit to enable all children to progress.

We have a consistent approach which assumes that all children begin the day in a positive place.

In each phase there is a means of recognising positive and negative choices and encouraging children to reflect.

### Nurture

Nurture is important for the development of self-esteem. The way in which we manage behaviour and promote positive behaviour for learning can have a very positive impact on the development of self-esteem. Much attention seeking behaviour is the result of low self-esteem. Children can become trapped in a negative spiral of behaviour. We need to turn the spiral around.

- All children should be recognised and valued as individuals.
- Use children's names whenever possible.
- Give praise for doing the right thing.
- Try to recognise every child in the class directly and positively at least once a day. (Some children with low self-esteem are very quiet and can be missed.)
- Make positive comments both individually and publicly.
- Share good work and behaviour with the class, another teacher, or the head/deputy.
- Make positive comments to parents in the homework diary.
- Give opportunities for rewards, such as gem cards, house-points and notes home.
- Set achievable targets for success.
- Make all staff, including LSAs and Mid-Day Supervisors aware of children who may need to be dealt with particularly sensitively (whilst still ensuring fair treatment).

### Developing emotional literacy

Developing emotional literacy is a vital part of behaviour management since language is a vital means of communication. In all classes the children are encouraged to reflect on how they feel at key points of the day so that staff are able to talk with them about their feelings and what needs to be done. Vocabulary relating to emotions and feelings are taught and discussed in class and in conversations with children. This empowers them to 'name' a feeling rather than simply acting it out to communicate it.

### Taking Responsibility

Taking Responsibility. Staff will encourage the classes to take responsibility for their own behaviour. Diamond Power is promoted in each class by using the Diamond charter where children can work towards certain key diamond focused targets that will enable them to win a diamond off their teacher. Each class will record the current total of diamonds that have been won. This could be done using a ladder or through counting the diamonds in the pot.



## Generic Strategies

Staff need to be aware of triggers for inappropriate behaviour. Off task behaviour will be minimised by:

- A clear routine and structure in the classroom
- Organisation and preparation
- Recognition of different needs and learning styles
- Maximising the feeling that the classroom is a safe base

Staff should also be aware of potential problem times, including transitional moments or periods of time and plan to minimise the potential for a difficulty. Staff should pre-empt difficult situations and diffuse quietly where possible.

Staff should use frequent eye-contact and children's names.

Staff should use agreed signals (non-verbal if possible) to get the attention of the class.

Staff should praise desired behaviour. Smile, say 'thank you'. Use proximity praise (praise children surrounding the child who is off task. Remember to praise the individual when he/she returns to task!)

Staff should ignore attention seeking behaviour when possible and encourage others to do so. Alternatively, approach the child quietly (do not give the audience they are seeking). If this kind of behaviour is continuous then address it appropriately with the child and possibly the child's parents.

Staff should show disapproval of inappropriate behaviour in the first instance non-verbally through look, approach or signal. If necessary, draw the child to attention/task through use of name. Give warning if signals are not acted upon, then time out if necessary. Follow appropriate consequences procedure for repeated or more significant acts of inappropriate behaviour.

Staff should communicate calmly and clearly. Use a quiet, calm voice.

Staff should repeat instructions and ask the child to repeat them back to you.

Staff may search for and/or confiscate prohibited items or pupils' property where reasonable requests for it to be put away or to be left at home have been ignored and in accordance with the Confiscation and Searching Policy. Prohibited items may be collected from the Headteacher at their discretion by the child's parent.

Where necessary, staff may use reasonable force to maintain the safety of pupils, reduce the risk of damage to property and to maintain good order and discipline in the classroom. Please see our Positive Handling Policy.

Our staff have a tool kit of approaches, which they may use to develop and secure positive learning behaviour within their classrooms. These may include - Star of the Day, Super Halftermer, class mascots, writer of the week etc.

## Rewards

Good behaviour is recognised and rewarded, in the first instance by praise, thanks and a smile. Individual staff may choose to use other signals such as thumbs up, pat on the back to show recognition or smiley faces or stickers. All should use positive comments, both verbal and written that are appropriate for the children. Detail of the school reward system can be found below:



Verbal praise, achievement assembly mentions for outside of school achievements, show work to HT, DHT, or Subject Leader.

KEY-STAGE	BEHAVIOUR	REWARD
All children	Good behaviour and focused learning	Stickers and stamps
All children	Upholding playground rules and behaving well when eating.	Receive a certificate and get to eat at a special table (EYFS AND KS1) during the week.
All children	Improvements in behaviour approach to work	Face to face conversation with parent or phone call home
All children	Upholding the gem characteristics in learning and behaviour	Gem Certificate in Achievements Assembly
All children	Class winning all of their problem-solving diamonds	Class select a treat e.g. extra play time, art/ drawing session.
All children	Outstanding achievement	Post card home
KS2	Good work, effort, helpfulness and thoughtfulness.	House points

## Consequences

Logical Consequences are used to reinforce the boundaries between acceptable and unacceptable behaviour. The purposes of logical consequences are to help children reflect on their behaviour to enable them to modify and improve it. Consequences also demonstrate to other children which behaviours are not acceptable. 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 child involved. As the children get older we encourage them to be part of the process of generating logical consequences for themselves following an incident of unacceptable behaviour. In addition to this, where appropriate, a staff member will seek to explicitly teach the pro social behaviours that would have been a better response to any given incident (see Appendix 3).

Some examples of these logical consequences may be, but are not limited to:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Being kept in at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom



- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report' meaning behaviour is monitored in each lessons and reported to parents via a communication book.
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

## Persistently challenging behaviour

When addressing persistent behavioural concerns we will;

- Seek information from parents/carers and discuss with them behaviour issues, possible strategies and actions to promote positive behaviour, as concerns arise. However, the school will have the final say on what is appropriate to use in a given situation.
- With parental consent, we will seek advice as necessary from other agencies, particularly the Early Years and Childcare (EYC) Improvement Team for Inclusion.
- If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we will consult with the Pupil Referral Unit (PRU) and the EYC Improvement Team to assist in developing different strategies for managing this behaviour or assisting with Outreach or In-reach provision. We will consider the views of the parents/carers and child on developing approaches and strategies to manage the child's behaviour.

## Suspensions and Exclusions

For significant one off, or persistent breaches of our behaviour policy suspension or exclusion may be issued as a last resort. Please see the exclusions policy for more details.

## Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. These may be applied when any of the below are relevant:

- Pupils taking part in any school-organised or school-related activity (e.g. school trips)
- Pupils travelling to or from school
- Pupils wearing school uniform
- Pupils are in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).



## Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when any of the below are relevant:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or most senior member of staff will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies



As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

To anticipate and remove the potential triggers of poor behaviour, some of the techniques and strategies listed below may be used:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of a quiet, safe space where pupils can regulate their emotions during a moment of sensory overload

## Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

For pupils with an Education, Health and Care Plan (EHC) the provisions set out in the EHC plan must be clear explained and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, the PRU, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.



## Pupil transition

### Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

## Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## Equal Opportunities

The school acknowledges its responsibilities under the Education Act 2010 and in respect to special educational needs. All children are treated equally and consistently using the agreed guidelines. Children who have specific needs that lead to behavioural problems will have their needs addressed through provision maps, targets sheets, behaviour plans and or Individual Healthcare Plans (IHCP) where targets will be set for them and shared with the child, staff and parents.

Punishments or sanctions must be reasonable and proportionate and a logical response to the circumstance taking account of the pupil's age, SEN or disability and religious requirements affecting them.

Mr Alastair Haywood, Headteacher, is the designated person for Behaviour Management



## Appendix 1a: Meetings with Parents Sheet

Before the meeting staff may consider:

<p>What do you want to get out of the meeting?</p> <p>What do you want to achieve?</p>	
<p>What is happening with the child now?</p> <p>What factors are relevant?</p>	
<p>What have you tried so far?</p>	
<p>What options are there that could be tried?</p>	
<p>What is your preferred plan?</p> <p>Why do you think this plan will be more successful?</p>	
<p>How will you engage the child?</p>	



## Appendix 1b: Parent Meeting Minutes

Minutes of the meeting held on: \_\_\_\_\_

<b>PRESENT</b>	
<b>POINTS RAISED: PARENTS/ CHILD</b>	
<b>POINTS RAISED SCHOOL:</b>	
<b>NEXT STEPS</b>	
<b>ACTION PLAN</b> School will  Child will  Parents will	



## Appendix 2: Behaviour Intervention Plan

<b>PUPIL INITIALS</b>	<b>LEAD TEACHER INITIALS</b>	<b>DATE</b>
<b>POTENTIAL TRIGGERS</b>		
<b>WHAT WE WANT TO SEE (POSITIVE BEHAVIOURS)</b>	<b>WHAT YOU WILL SAY AND DO</b>	
<b>SIGNS THINGS ARE NOT GOING WELL (DIFFICULT BEHAVIOURS)</b>	<b>WHAT YOU WILL SAY AND DO</b>	
<b>WHERE BEHAVIOURS COULD LEAD (CRISIS)</b>	<b>WHAT YOU WILL SAY AND DO</b>	

Signature of the school representative ..... Date.....

Signature of the parent/carer..... Date.....



## Appendix 3: Consequences

If the child's behaviour is dangerous or it becomes necessary, we will move directly to stage 3 or 4

Stage	Behaviour	Consequence
Stage 1	<p>In the first instance- minor misdemeanours and first instance of disruption to learning.</p> <p>Could include: Name calling, use of bad language, pushing and shoving, ignoring instructions, low level noise.</p> <p>Any other inappropriate behaviour which has already been explained as inappropriate by an adult.</p>	<p>Clear eye-contact, use of child's name, reminders and warnings, moved elsewhere in the classroom and limited timeout etc. NB Time out should not be out of the classroom and should be limited to two minutes.</p> <p>Time to reflect</p> <p>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 those choices.</p>
Stage 2	<p>Continued, ongoing minor misdemeanours and disruption to learning.</p> <p>Could include: Name calling, use of bad language, pushing and shoving, ignoring instructions, low level noise.</p> <p>Any other inappropriate behaviour which has already been explained as inappropriate by an adult.</p>	<p>Time will be lost from play-time and/ or lunchtime in increments of 5 minutes.</p> <p>Teacher may take advice from colleagues.</p> <p>The child will see a member of senior staff who will discuss their behaviour and decide with the teacher what the next step will be. A tick sheet or sticker chart home-school diary may be set up if appropriate.</p> <p>Teacher will make contact with parents where appropriate using the teacher's professional judgement, especially where behaviour has recently significantly changed.</p>



<p>Stage 3</p>	<p>Pattern identified and behaviour is now a clear problem. The child has behaved completely inappropriately or is continuing to disrupt learning.</p> <p>Could include: Name calling, use of bad language, pushing and shoving, ignoring instructions, low level noise.</p> <p>Any other inappropriate behaviour which has already been explained as inappropriate by an adult.</p> <p>Damaging property as a result of deliberately foolish behaviour.</p>	<p>The child's parents will be asked to attend a meeting to discuss their behaviour with the Head/Deputy Head and teacher.</p> <p>A behaviour intervention plan will drawn up.</p> <p>Sanctions will include withdrawal of break-times, and privileges such as involvement in clubs or teams or attendance on school trips as appropriate.</p>
<p>Stage 4</p>	<p>Pattern identified and behaviour is now a significant problem. The child has behaved completely inappropriately/ the child has been dangerous and could harm/ has harmed themselves or others.</p> <p>Could include; purposefully seeking child out to physically attack and name call. Bullying. Racist remarks. Purposefully ignoring instructions and putting themselves and others in danger, deliberately damaging another's equipment or belongings, swearing at an adult, proven stealing.</p>	<p>Parents will be contacted and the exclusion procedures followed.</p>

Support will be provided where necessary to encourage the child to talk about their behaviour and plan what to do next time. A behaviour intervention plan will be put in place when needed in partnership with parents. If exclusion is deemed necessary the school will follow the County guidance.



## Appendix 4: The Six Principles of Nurture Groups

The following information is also useful for staff members to consider.

### The six principles of nurture groups

#### ●1. Children's learning is understood developmentally

In nurture groups staff respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress assessed through the Boxall Profile Handbook. The response to the individual child is 'as they are', underpinned by a non-judgemental and accepting attitude.

#### ●2. The classroom offers a safe base

The organisation of the environment and the way the group is managed contains anxiety. The nurture group room offers a balance of educational and domestic experiences aimed at supporting the development of the children's relationship with each other and with the staff. The nurture group is organised around a structured day with predictable routines. Great attention is paid to detail; the adults are reliable and consistent in their approach to the children. Nurture groups are an educational provision making the important link between emotional containment and cognitive learning.

#### ●3. Nurture is important for the development of self-esteem

Nurture involves listening and responding. In a nurture group 'everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play / meals / reading / talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; 'nothing is hurried in nurture groups'.

#### ●4. Language is understood as a vital means of communication

Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups the informal opportunities for talking and sharing, e.g. welcoming the children into the group or having breakfast together are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

#### ●5. All behaviour is communication

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.

#### ●6. Transitions are significant in the lives of children

The nurture group helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.