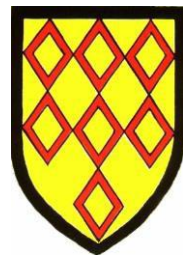


# **Nyewood CE Infant School**



Behaviour Booklet for Parents

As a School Community we  
believe that behaviour is  
everyone's responsibility.

## **Our Key Principles for Behaviour**

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

## **Our Aims for Behaviour**

We aim to maintain a caring, orderly and respectful community conducive to individual progress and high standards of behaviour which are expected and modelled by all. We encourage children to be responsible for their own behaviour and actions, to aim towards self-discipline. As a School Community we believe that behaviour is everyone's responsibility.

## **Framework for Effective Behaviour Management**

At Nyewood CE Infant School, as a therapeutic thinking school, we operate a system of positive behaviour management. Our focus is on support and learning around positive behaviours and modelling positive behaviour choices.

Children are rewarded for positive behaviour choices using a range of positive reinforcement strategies, including positive praise, stickers and, in particular, Dojo points for which children can earn certificates.

*At Nyewood CE Infant School all children have the right to:*

- Feel safe
- Be respected
- Learn

*At Nyewood CE Infant School all children have a responsibility to:*

- Consider others
- Be polite
- Care for their environment

If a child contradicts these rights or responsibilities adults in the school will make clear what and why a behaviour is unacceptable. They will model an acceptable alternative behaviour and, through protective educational consequences, give the child opportunities to practise and rehearse behaviour.

Where behaviour continues to be unacceptable the following strategies will be used:

- Unacceptable behaviours will be logged and monitored.
- Adults will work with the child to talk about the behaviour and identify triggers.
- Class teacher(s) will meet with parent/carer.
- Senior Leaders will be involved and informed.
- Outside agency support and advice will be sought where appropriate.

**Below is an example of the progression of behaviour management in school:**

<b>Level of Behaviour</b>	<b>Behaviour</b>	<b>Consequence</b>
<b>Low Level</b>	<ul style="list-style-type: none"> <li>• Behaviour such as distracting other children</li> </ul>	<p>Apology Repairing of situation</p>
<b>Medium Level</b>	<ul style="list-style-type: none"> <li>• Repetition of low level behaviour</li> <li>• Behaviour resulting in accidental hurt</li> <li>• Inappropriate language</li> </ul>	<p>Following incident, child removed with time out. Time out to be used to draw / show how they are feeling. Class teacher to discuss with child. Record of behaviour logged.</p>
<b>High Level</b>	<ul style="list-style-type: none"> <li>• Deliberate attempt to hurt someone physically or verbally</li> <li>• Destruction of property</li> <li>• Unsafe behaviour</li> </ul>	<p>Following incident, child given time out/internal exclusion in order to calm and, when ready and able, draw/show how they are feeling. Child to draw and talk. TA/class teacher to scribe and class teacher to discuss with child. Plans made for 'next time' response. Senior Leadership team informed. Parents informed. Additional, external support sought.</p>
<b>Extreme</b>	<ul style="list-style-type: none"> <li>• Sustained hurt either physical or verbal</li> <li>• Children who demonstrate repeated extreme behaviour</li> <li>• Sexualised behaviour</li> </ul>	<p>Senior Leadership team informed. Team Teach process used as required to remove child / protect child/other children/staff. Internal / external exclusion to put in place protective educational consequences e.g. small playground, additional pastoral support. Parents informed by senior leadership team. Risk assessment in place as required. Relevant external agencies informed as appropriate.</p>

*If you require any further information regarding behaviour management in school please speak to your child's class teacher or refer to our Behaviour Policy.*