



Let all you do be done in love
1 Corinthians 16:14

Farncombe CofE Infant School

Behaviour Policy

Implementation Date: September 2024

Review Frequency: 2 years

Next Review Date: July 2026

Approved by: Governing Body

Related Documents:

School Policies

- Child Protection and Safeguarding Policy*
- Managing Allegations of Abuse and Concerns against Staff*
- Whistle-blowing Policy*
- Teaching and Learning Policy*
- Anti-Bullying Policy*

External Documents

- Keeping Children Safe in Education (published by the DfE)*
- Teachers' Standards (published by DfE)*

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1 Aims

At Farncombe Infants School, our aim is to develop highly motivated, caring and co-operative individuals who are well prepared for the next stages of their educational journey. This policy is designed to promote and explicitly teach good behaviour.

2 Rationale

As a school community, we recognise that all behaviour is a form of communication. We believe that all pupils learn best within positive, trusting relationships and this informs our approach to managing behaviour.

We expect the highest standards of behaviour and make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of feeling safe in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community. Inappropriate behaviour and attitudes are dealt with promptly, fairly and with concern for all parties.

3 School Rules

The school rules are the same across the whole school and apply both within and beyond the classroom. These rules are drawn from our Christian vision of "Let all you do be done in love" from the Apostle St. Pauls' first letter to the church in Corinth (*1 Corinthians 14:16*)

They are clearly displayed around the school and are taught in PSHE lessons and in whole school assemblies through our worship themes, linking to both Christian and British Values.

Farncombe Infants School Rules

- 1) *We are always kind and helpful*
- 2) *We look after everyone and everything*
- 3) *We listen when others are speaking*
- 4) *We always walk sensibly in the school building*
- 5) *We will always try our best*

4 Communication with Pupils

Consistency in use of language is important in establishing clear and consistent behaviour across the school. In order to do this, all staff use the language of choices, both positive and negative, whilst also making reference to the school rules.

As a school, we use positive reinforcement of desirable behaviours and find opportunities to praise pupils when they demonstrate behaviours highlighted in the school rules.

Wherever possible, staff will use positive reinforcement to highlight examples of good choices being made by pupils which, in turn, motivates and encourages all pupils to make positive choices.

5 Rewards

We want all of our pupils to learn about the importance of behaving well because it has a positive impact upon themselves and other but also because it is the right thing to do.



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It is also important that pupils develop positive relationships with the adults in school as it is the strength of these relationships that give value and meaning to the rewards that are presented to them.

However, we also recognise that young children also need external reward as a means to reinforcing positive behaviour.

As a school, we aim to link any external reward back to the school rules in order to further reinforce the behaviours we want pupils to demonstrate.

Staff will use a range of rewards in order to reinforce the school rules which include:

- praise of the choices made;
- visit to senior leaders to share work;
- recognition in whole school assemblies;
- certificates of achievement;
- communication with parents.

6 Sanctions

It is normal for children to make mistakes and poor choices when it comes to their behaviour. As a school, we believe that the vast majority of this can be managed based upon the relationships that exist between staff and pupils.

One of the important aspects of this is to separate the poor choice made from the pupil displaying the behaviour. In doing this, staff are able to depersonalise the behaviour and discuss the aspect of what went wrong whilst also enabling the pupil to know that they are still cared for.

This approach also enables pupils to learn what they need to do to put things right before moving on. For most pupils, verbal reminders are often sufficient and, when given time to think about what to do, pupils are able to turn their poor choices around both quickly and successfully.

However, if this is not successful, it may be that a pupil needs a 'time out' with the addition of a sand timer to help them clam down and focus on the poor choice that has been made as well as what needs to be done to put it right.

There are also occasions when staff may need to seek the support of senior leaders in the school to support in managing a pupil's behaviour. In these circumstances, senior leaders will work with both the pupil and the staff member to resolve the problem and will also contact the parents to let them know what has happened.

7 Conflict Resolution

It is normal for children to disagree and fall out with each other. An important skill for successful social interaction during school years is being able to resolve these conflicts. As a school, we want to help our pupils develop conflict resolution skills by providing them with the ability to resolve situations both efficiently and effectively. These skills are essential for developing and maintaining relationships with others.

When conflict arises, staff will approach the situation quickly and calmly, stopping any hurtful behaviour or language. It is important for staff to remain calm so that the situation does not escalate. Staff will use a calm voice and position themselves at eye level with children when helping them resolve conflicts. Staff will listen to all sides of a conflict. Rather than solving the problem for children, staff will help generate ideas of how they might solve the problem. When a solution is determined, staff will confirm the plan they have agreed, repeating it back to the children to ensure they have understood.



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Having all children who have been involved in a conflict being present when resolving it vital to the process. This allows all children the chance to hear how others are feeling and how their actions have impacted others.

8 Anti-Bullying

In keeping with our Anti-Bullying Policy any allegation or suspicion of bullying is taken seriously and dealt with immediately. Each case will be handled individually with the child and parents consulted. Bullying is never ignored or condoned. Cyber-bullying and staying safe online is discussed with all children throughout the year in PSHE and Computing lessons with a focus on e-safety.

We teach children to protect themselves by promoting the phrase 'Stop, I don't like it' when feeling uncomfortable. This gives a clear signal to other children that the play needs to change.

Keeping Children Safe in Education refers to Child-on-Child abuse and is a clear reminder to all staff that children can abuse others. Any rough play will be monitored carefully, challenged and modified to enable physical activity but appropriate touch during playtimes.

9 Challenging Behaviour

Some children may occasionally exhibit challenging behaviour which will require greater intervention than our usual rewards and sanctions. In this case the headteacher will discuss the child's behaviour and possibly use additional sanctions, such as eating lunch alone, limiting time with other pupils or missing playtime if they have displayed dangerous or violent behaviour.

If a child's behaviour is consistently dangerous or disruptive, county services will be involved, with visits from the Educational Psychologist or Behaviour Management Services. An ISP or Provision Map will be created with specific targets and systems to improve the child's behaviour. In these situations, a behaviour plan or risk assessment will be drawn up so that all involved with the child will understand the current protocols for managing their behaviour.

Through following our behaviour policy consistently, we hope that our school is a calm and pleasant place to be.