



All Saints C of E Infant and Nursery School

&

Selston C of E Infant and Nursery School

Behaviour Policy

*"Opening Hearts and Minds through the Grace
and Love of God"*

Policy:	Behaviour
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1	Sept 24	TB – Pastoral Lead	Initial version.
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ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL
SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening Hearts and Minds through the Grace and Love of God

At All Saints and Selston C of E Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

At All Saints and Selston, we seek to create a Christian ethos that encourages and reinforces good behaviour. We believe in the intrinsic worth of every person and want all those connected with our school to know that they are children of God. As such, they should aspire to be the best that they can be in all aspects of development. We also acknowledge the importance of preparing our pupils for life in a society that expects good behaviour as an important outcome of the educational process.

Aims

We aim:

- to create a Christian ethos that encourages and reinforces good behaviour;
- to define acceptable standards of behaviour;
- to ensure appropriate responses to both positive and negative behaviour, with an emphasis on forgiveness;
- to promote self-esteem, self-discipline and positive relationships;
- to ensure that the schools' expectations and strategies are widely known and understood;
- to encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

In seeking to define acceptable standards of behaviour, we acknowledge that these are goals to be worked towards rather than expectations which are either fulfilled or not. School has a central role in the children's spiritual, social and moral development just as it does in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to make good choices, understand the impact their behaviour has on others and to take responsibility for it.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of care for one another, forgiveness, dignity, respect and responsibility. It follows that acceptable standards of behaviour are those which reflect these Christian principles.

School Ethos

All adults in our schools have a responsibility to model Christian values through high standards of behaviour, both in their dealings with the children and with each other. Their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;

- emphasise the importance of being valued as an individual within the group and by God;
- promote, through example, honesty and courtesy, dignity and respect;
- provide a caring and effective learning environment;
- encourage positive relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child and closely followed by positive reinforcement or explicit forgiveness where appropriate.

The PSHE Curriculum

PSHE is taught in an age-appropriate way, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. Teaching focuses on:

- **different types of relationships**, including friendships, family relationships, dealing with strangers;
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online**.

We aim to support our pupils to:

- learn to manage emotions and relationships confidently and sensitively;
- develop self-respect and empathy for others;
- learn to make choices based on understanding of differences and with the absence of prejudice;
- provide opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Pupils in Key Stage 1 follow the 'Talking Points' scheme of work, with weekly sessions focussing on specific objectives. In the Early Years Foundation Stage, the framework for Personal, Social and Emotional Development is used and PSED is given a high status as a prime area of learning. The scheme 'HeartSmart' supports all pupils to explore relationships and difference within a Christian context.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Social stories and steps to success are positive ways to model expectations of behaviour. These are used as required by all staff.

Rewards

Rewards can help to reinforce good behaviour and build self-esteem. They have a motivational role, helping children to see that good behaviour is valued and makes a positive difference to others. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Consequences

Although rewards are central to the encouragement of good behaviour, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect others. In an environment where kindness and respect are central, disapproval must be followed by forgiveness. We believe that justice and forgiveness are inextricably linked.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required (directly linked to the needs of the child).
- Group consequences should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- Kindness should be evident at all times.

Consequences range from expressions of disapproval, through withdrawal of privileges, to referral to senior leaders, letters to parents/carers and as a last resort, suspension or fixed-term exclusion (following DfE guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole-school procedures should take place to eliminate these as contributory factors. Behaviour Inclusion Plans may be used. Additional specialist help and advice from the Educational Psychologist or the School Behaviour and Attendance Partnership (SBAP) may be necessary. This possibility should be discussed with the Headteacher.

Avoiding Confrontation

Do	Don't
Intervene- nonverbally early	Shout
Get close and talk quietly	Appear angry
Appear calm and confident	Ask open questions (why.... or are you)
Avoid an audience	Make promises you cannot fulfil
Restate expectations	Make personal comments
Offer choices	Back the pupil into a corner (literally or metaphorically)
Get someone else to take over if you think it's personal or more than you can manage	

Help to de-escalate conflict

Do	Don't
Sit down	Take angry comments personally
Break eye contact	Invade personal space
Divert focus (humour not sarcasm) by suggesting a different activity	Insist on getting your own way
Encourage talk and be prepared to listen	
Use scripted language – 'I need you to...'	

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to senior leaders so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Our schools will communicate policy and expectations to parents/carers. Where behaviour is causing concern, parents/carers will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents/carers. Where appropriate, a Behaviour Inclusion Plan will be drawn up to ensure consistency of approach. The objective of this is to achieve a change of behaviour emphasising the positive by setting appropriate targets, rewards and a system of recording progress over a fixed period. Recording incidents that cause concern may help in this process. The CPOMS platform is used for this purpose. All information should be communicated to both the child and the parent/carer.