



BEHAVIOUR POLICY

This policy will be reviewed in full by the Governing Body on an annual basis.

Signature Date

Early Years Manager at Carmel Christian School

Signature Date

Chairperson of the Governing Body

Signature Date

Wayne Skinner, Chairperson CMI Board of Trustees

Revision Table	Date	Details
Review	18 November 2017	Major re-build of several sections
Review	11 November 2018	Review of the policy by the Governors
Review	28 August 2019	Review
Review	28 August 2020	Review
Review	25 March 2021	Review due to staff and setting changes
Review	5 April 2022	Review
Next Review Due	5 April 2023	

INTRODUCTION

Carmel Christian School is an inclusive school. We are committed to doing the very best that we can to make sure that every child succeeds. We have a shared responsibility to ensure that we are doing the very best for our children and aim to meet the individual needs of each child wherever possible. At Carmel Christian School, we aim to engender a passion for

learning and the pursuit of excellence in every aspect of our work. We have the highest expectations for ourselves and all of our pupils.

Carmel Christian School considers the moral and spiritual development of all its children as being of great worth. All associates of the school community need to have a strong sense of the standards we wish to encourage and an understanding of right and wrong. In particular, all our children must accept that they are accountable for their actions and that actions always have consequences. Of course, the school is only one part of each pupil's life; parents, siblings, extended family, society at large and, in most cases, a Christian faith, will contribute to their moral and spiritual development.

Our setting has firm boundaries and expectations regarding behaviour and positive encouragement for those who follow them. When children behave in an unacceptable manner, physical punishment will never be used or threatened. Although staff may feel the need to raise their voices, the children will not be shouted at in an aggressive way.

When a child demonstrates behaviour issues, we will approach and talk to them in a calm manner, ensuring that the child understands what they have done, how that has made someone feel and what can they do differently next time. The adult will kneel or sit down to be at the same level as the child so as not to intimidate the child in any way. It will always be made clear that although the behaviour was wrong, the child is still accepted and loved. The individual child's level of maturity and understanding will be taken into account when dealing with any behavioural problems. Our Early Years children will have a reflection chair that they may go to, to think and to calm down if they need to. An adult will then go and sit by them and discuss with them what has happened.

We want our children to:

- Be eager and enthusiastic learners
- Be confident in themselves as learners
- Understand themselves as learners, being proud of their successes and understanding the next steps in their learning
- Be emotionally intelligent
- Be resilient and determined to succeed
- Be responsible for their actions

We aim to achieve this by:

- Ensuring that children's achievement is at the heart of our school
- Valuing and celebrating children's social and cultural diversity
- Maintaining the highest possible expectations of every child
- Striving to ensure that every child succeeds
- Providing opportunities for our children to develop academically, socially, morally, emotionally and spiritually in a safe and caring environment

- Working closely with parents/carers to ensure that we are providing the best possible education for our children

Our behaviour policy is designed to achieve the following aims:

1. To create an ethos where:

- Every child feels safe and secure
- Every child feels valued and heard
- Every child develops into a confident individual
- There is a strong climate of mutual respect between all members of the school community, so that relationships are happy and harmonious

2. To develop a community of learners where children are supported to:

- Understand and manage their emotions
- Understand the impact of their behaviour on their learning and their peers
- Understand that they are responsible for their own behaviour
- Understand the choices they have in terms of their behaviour
- Enjoy successful social relationships with their peers
- Have positive relationships with adults in school
- Develop the full range of social skills that enable them to take turns, to negotiate, to empathise and to be able to resolve disagreements or conflicts independently

THE CARMEL CHRISTIAN SCHOOL CODE:

This code demonstrates the consistent behaviour we expect from our children at all times.

1. We always try our best
2. We are always polite, kind, helpful and honest
3. We always try to keep ourselves and others safe
4. We look after each other and our environments
5. We choose it, we use it, we put it away
6. We learn, we listen, we grow

We teach the children to respect authority given to parents, teachers and others in the school and community; therefore, the principles underlying this Behaviour Policy are based on respect for self, for others and for the environment:

- Respect for self:
 - Everybody should:
 - Behave in a sensible and appropriate manner

- Respect for others:
 - Everybody should:
 - Allow others to learn
 - Treat everybody with consideration and good manners
 - Respect what other people think
 - Keep to the school dress code
 - Help to prevent all forms of bullying
 - Behave with the health and safety of others in mind
 - Behave helpfully and responsibly

- Respect for the environment
 - Everybody should:
 - Treat their own belongings and the belongings of others with care
 - Treat the school buildings, contents and grounds with care

In doing so, we will:

- work to maintain fair discipline with a clear code of conduct that all staff and parents uphold
- teach the children to respect each other and listen to adults
- have firm boundaries and expectations regarding behaviour
- give positive encouragement and praise

ALL BEHAVIOUR IS A FORM OF COMMUNICATION

If behaviour for learning is not at our expected level for all children, we need to think about what we need to change in order for all children's behaviour for learning to be at the expected standard. We may need to ask ourselves about:

- The level of challenge – is the differentiation adequate?
- The timing of the task – is the task too long? Too short?
- The type of activity – could the activity have a more practical element to it? Could the activity be a group or paired task to engage learning? Is the task appropriate for the individual or should there be a different activity planned that is focused on the next step of learning for that specific group of children or individual?
- Support – does there need to be scaffolding in a guided group, individual adult support (SEND), peer support, etc.? All children in the classroom are entitled to make

progress in their learning and for their needs to be met – we need to ask ourselves how we can meet their individual needs.

REWARDS

We believe in positive reinforcement, which underpins our behaviour policy.

Praise is the first and most immediate reward. When children are praised, it reinforces the positive behaviour for learning that is being displayed. It is the action and not the child that is praised. For example: I like the way you are _____; Well done for including _____ in your work; I like the way that you included (name) in your game; I noticed that you _____; linked to the learning question or success criteria.

Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive individuals.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and for personal achievement.

We avoid giving rewards:

- as bribes e.g., for classroom control
- on demand
- in a way that causes embarrassment
- in a way in that devalues their worth to others (e.g., overuse)

CORRECTIVE MEASURES AND SANCTIONS

We believe that, with firm boundaries, clear expectations and consistent praise to reinforce positive behaviour and manners, very good behaviour will be achieved. We will remember to refer to the behaviour and not the child. We firmly believe that everybody in our school has the right to learn productively in safety and express their individuality safely. Sanctions will be used consistently and swiftly if any individual prevents this from happening. We value reflection and opportunities to improve situations over consequence with no way out.

It is essential that the adult's tone of voice and the way the adult structures redirection is aimed at the behaviour, not the child. Polite, calm language structures must be used at all times.

PHYSICAL CONTACT

Acceptable physical contact:

- Physical contact needs to come from the child e.g., if a child wants/needs to sit on an adult for comfort/security.
- If a child instigates or needs a hug, staff may hug children until the child is comfortable.
- If a child kisses an adult, we will remind them, “Kisses are for home, not school” and offer to blow a kiss instead.
- Staff will not kiss or blow raspberries on children.
- Staff may use light pressure on a child’s shoulders to calm them down, but only if the child is comfortable with this.
- Play fighting, superhero play and weapon play can occur in nurseries and can be a natural part of children’s development. This play should not include any physical contact and should only involve children who wish to be actively engaged within it.

POSITIVE HANDLING

In our setting, there is a prevalence of English as an additional language (EAL), and this can be where difficulties for staff arise.

We use non-escalation and de-escalation techniques that focus on the same strategies we use for emotionally distressed children (or adults), namely:

- Modelling calmness
- Reducing stimulation
- Using adapted communications (elevated non-verbal signaling)
- Removing the audience and supporting the distressed child

Early Years staff can use positive handling in a range of normal daily interactions such as:

- Giving guidance to children, such as how to hold a paintbrush or use climbing equipment
- Providing comfort and emotional support, such as placing an arm around a distressed child
- Providing intimate care, such as toileting (see Intimate Care and Toileting Policy)
- Providing first aid

Staff must always be aware and respect the fact that all children respond to physical contact and touch in different ways. Some children are over-demonstrative and may demand a great deal of affection and physical contact, while others may try to avoid it altogether. There may also be children who have experienced emotional, physical or sexual abuse and they will need very sensitive support and care. Staff must also respect any cultural sensitivities to physical contact.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and, depending on their abilities, age and maturity, should be encouraged to act as independently as possible.

Please also refer to our Physical Interventions Policy.

EDUCATIONAL VISITS

Trust and safety are absolutely essential to the success of educational visits. If any child has demonstrated any unsafe behaviours at school or has repeatedly refused to follow an adult's instruction, they will not be allowed to attend any educational visits unless accompanied by their own parent/carer. We must ensure that all pupils in our care are safe and that all of our staff members feel safe whilst they are responsible for our pupils, particularly when they are not on school premises. If unsafe behaviours manifest whilst on a trip, a member of staff will call a parent and ask that the child be collected straight away.

STRATEGIES

Procedures/Strategies for Promoting Good Behaviour

We firmly believe in an active partnership between parents and school.

- Praising children for good behaviour (e.g.; email, end of the day contact with parent)
- Broadcasting information about successful events via our newsletter and website
- Learning the names of students to let them know they belong
- Displaying examples of children's work
- Rewarding good behaviour as appropriate
- Pleasant school environment
- Adults act as role models
- Creating calm and orderly movement around the setting
- Use of professional and positive language when dealing with the children
- Aim for self-discipline. Help students by providing a checklist relating to positive expectations

EXPECTATIONS AT CARMEL CHRISTIAN SCHOOL

1. Respect each other

- Talk politely and calmly to all staff and to each other.
- Listen to all staff. Do not interrupt.
- Use the words "please" and "thank you" and "excuse me".

2. *Uniform*

- Plain, white polo tops to be worn
- Navy blue sweatshirt or jumper – with or without the school logo
- One, stud earring in each ear is allowed
- No other jewellery or piercings.
- Black or grey trousers or jogging bottoms
- Black or grey pinafore dresses or skirt
- Gingham dresses in the summer
- Black school shoes or trainers with Velcro fastenings to be worn
- A set of spare clothes and a pair of wellington boots to be kept in school

3. *Location*

- Enter and leave school carefully – be on the lookout for cars in the carpark at the beginning and end of the day.
- Use the intercom if the gate is locked for identification.
- Walk around the site. Do not run.
- Hold doors open for others.

All members of Carmel Christian School will:

- Walk NOT run.
- Show courtesy by holding doors open.
- Eat food and drink only in the provided areas.
- Avoid inappropriate physical contact.
- Follow the health and safety regulations on the school site.

BANNED ITEMS

The following items are prohibited at Carmel Christian School:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic, sexual or indecent images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Our 'Searching, Screening and Confiscation Policy' details our why, when and how students will be searched if staff believe such items have been brought into the setting.

MONITORING

Monitoring is carried out in formal and informal ways by staff where needed:

- Comments in contact books – Early Years Manager
- Referral to outside agencies – Early Years Manager
- Children's progress reports – Early Years Manager and child's key person
- Incident sheets/logs – Early Years Manager
- Individual Needs Register – Early Years Manager
- Annual Reports – Early Years Manager in conjunction with child's key person
- Personal Development Plans – Early Years Manager
- Interviews/phone calls/letters to parents – Early Years Manager
- Registration/lateness – Early Years Manager
- Medical information – Early Years Manager
- Direct observation of student behaviour in/out of lessons – Early Years Manager

SUPPORT FOR STAFF

- It is important to remember that all members of staff need to work collectively to ensure and maintain the highest standards of behaviour.
- Rather than work in isolation, it is much better to seek help and use the procedures that exist.
- The Early Years Manager will observe can and help with behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.
- Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being a setting where all children know what is expected of them.

Carmel Christian School
Behaviour Policy

Expected		Unacceptable
<p>To always say please and thank you.</p> <p>To use people’s names whenever speaking to or referring to them.</p> <p>To hold doors open for others.</p> <p>To share equipment, space and adult time.</p> <p>To include everybody in activities if that is their wish.</p>	Tolerance	<p>Requesting and taking without the use of please and thank you.</p> <p>Snatching equipment from others or refusing to share equipment, space and adult time.</p> <p>Bullying directly or indirectly either verbally or physically.</p> <p>Intentionally upsetting anybody.</p>
<p>To try their best to be the best that they can be.</p> <p>To support others and encourage them to achieve goals.</p> <p>To find something to smile at, at least once every day.</p> <p>Be open to new friendships and experiences.</p> <p>Have a target and work towards it.</p>	Positive	<p>Not giving full effort.</p> <p>Intimidating others or preventing them from reaching their potential.</p> <p>Blaming other people for mistakes.</p> <p>Giving up on tasks, targets or activities.</p> <p>Refusing to try.</p>

<p>Listening to trusted adults the first time.</p> <p>Reporting bullying.</p> <p>Walking on the left-hand side unless instructed otherwise.</p>	<p>Safe</p>	<p>Running around the school or staircases.</p> <p>Leaving the care and supervision of an adult without their permission.</p> <p>Violence of any kind.</p> <p>The mis-use of any equipment or apparatus.</p> <p>Refusing to or failing to follow trusted adults instructions the first time.</p> <p>Leaving school premises without permission at any time.</p>
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REFERENCE:

1. Safeguarding and Child Protection Policy
2. Anti-bullying Policy
3. Exclusions Policy
4. Physical Interventions Policy