



CHURCHER'S COLLEGE

CULTURE AND ETHOS POLICY

(Formerly "PROMOTING GOOD BEHAVIOUR POLICY")

JUNIOR SCHOOL AND NURSERY (INCLUDING EYFS)

September 2025

CULTURE AND ETHOS POLICY

Contents	Page
1. Introduction	3
2. Aims	3
3. Implementation	4
4. Parents and teachers as a team	6
5. Discipline Procedures	7
6. Emphasising Good Behaviour	7
7. Responses to undesirable behaviour	9
8. Sanctions	10
9. Chains of Communication	12
10. CHAT, ELSA, Play Intervention Therapy and Counselling	13
11. Girls on Board	13
12. Raising Resilience	13
13. Special Educational Needs	14
14. Equal Opportunities	14
15. Record Keeping	14
16. Corporal Punishment	14
17. Use of physical force	14
Appendix 1 Behaviour and Discipline Policy – Churcher's College Nursery	15

1 Introduction

- 1.1 At Churcher's College Junior School we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. In developing this policy we have taken on board the views of both the adults and children in our community. The three aspects of our culture and ethos can be summarised by: Safety, Learning and Respect.

1.1.1 Safety

Churcher's College Junior School and Nursery must be a safe place for the health, safety and well-being of all.

1.1.2 Learning

Learning is the heart of what we are about, children are enabled to engage in meaningful, rewarding learning when a clear and a positive culture prevails.

1.1.3 Respect

The positive school culture and ethos builds from mutually respectful relationships between all, both adults and children. The policy has a clear focus on respectful behaviour and as such we prioritise the best conduct, through the power of praise and recognition and the value of restorative practice. We take a partnership approach to managing poor conduct and interventions that support staff and learners in building a fair community.

We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they evolve their own internal understanding. We also want children to appreciate the consequences of their actions and that this will involve the use of sanctions if appropriate. We acknowledge that learning about acceptable behaviour is not confined to just timetabled activities in the classroom but permeates the whole of the time which the children spend on the premises or engaged in school related activities.

- 1.2 This Policy also applies to EYFS. In EYFS the Behaviour Management Co-ordinator is Head of EYFS. (See Appendix 1 for CCNS policy)
- 1.3 This policy should be read in conjunction with the Churcher's College Exclusion Policy, Touch Policy, Safeguarding and Child Protection Policy and Procedures, Staff Code of Conduct and Complaints Policy.
- 1.4 All new teaching staff are provided with a copy of this policy at induction, it forms the basis of discussion and they are expected to read it in full.

2 Aims

Churcher's College has a whole school approach to behaviour. The culture, ethos and values of the School ensure that high standards and expectations of good behaviour pervade all aspects of school life. This reflects how pupils are taught and encouraged to behave, the response to misbehaviours and the relationship between staff, pupils and parents.

Our aim is that the giving of rewards should always outnumber sanctions. It is our belief that happy children are happy learners and it is the aim of the policy to ensure we create a happy and secure environment for all.

We aim:

- To create a culture of exceptionally good behaviour: for learning and life.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To make the boundaries of acceptable behaviour clear to ensure safety.

3 Implementation

To ensure we provide simple, practical procedures for staff and learners that:

- Ensure the safety of all members of the school community
- Promote learning as the core business of the school
- Foster positive working relationships that are based on respect

We will:

- make clear our expectations of good behaviour
- encourage children to take responsibility for their own actions and behaviour
- discourage unsociable behaviour
- praise good behaviour both publicly and privately
- facilitate transition between year groups and key stages through thorough passage of detailed academic, extra-curricular and pastoral information, regular and proactive group/individual/whole staff meetings as well as numerous opportunities for pre-visits and team building (see Transition document for further detail)
- Report on the 5R's – the school values in written reports to parents
- Report on pupils' learning behaviours in written reports to parents

We expect our children to:

- Work to the best of their abilities and to allow others to do the same
- Treat others with respect
- Co-operate with adults and other children
- Take care of property and the environment in and out of school

As a staff we will:

- Model calm and reflective behaviour by planning ahead and recognise the impact of our actions on the children.
- Treat all children fairly, recognising their individuality and needs.
- Expect high standards of conduct at all times.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment, physically and emotionally
- Use rules and sanctions clearly and consistently
- See opportunities to practice behaviours as a positive intervention and useful use of lesson time.
- Include regular behaviour/discipline updates for staff in staff meetings
- Include information/training in CCJS anti-bullying and the Culture and Ethos policies as key elements of the new staff induction process

3.1 **The School's Values 5R's**

Pupils are expected at all times, whether in or outside school and engaged in a school activity or otherwise, to remember the School's Values (5Rs).

Reflectiveness

Responsibility

Resourcefulness

Resilience

Respect

3.2 **Rules**

- Each class will establish its own rules supporting the 5Rs upon which the children and staff agree.
- These rules must enable the development of the positive cultural values of Safety, Learning and Respect to be adopted in each classroom.
- Each class's rules will be appropriate to the age and understanding of the children and it is important that these are in keeping with the 5Rs.
- Each class will display the rules so they can be referred to by specialist teachers.
- Each class will display posters linked to the PSHE Jigsaw Rights and Responsibilities so that they can be referred to.

3.3 Routines

- It is also essential that agreed routines are adopted at the start of the year appropriate to the section of the school. These routines will be discussed in section meetings. The routines will need to be revisited regularly by both staff and pupils to keep them fresh in everybody's minds.

Agreed routines must include:

1. Transition between lessons and activities – children are expected to walk quietly and calmly around the school. Year 6 will be expected to move independently around the school. Year 5 will be supervised in the first term.
 2. When a teacher finishes a lesson, they should build in time to clear up so the children have clear desks ready for the next lesson and teacher to start. If there is a delay in the next teacher arriving from another part of the school the children should be encouraged to be seated and quietly reading.
 3. Teachers must be aware of the time with the aim that the end of lessons are calm. Children should be given a transition (movement) break between lessons and this needs to be included in their lesson planning and timing.
- At the start of each term there will be a behaviour focus week when class teachers will practise routines with the children. The children will be given clear guidance on the expectations and then opportunities to rehearse the behaviours.
 - Staff will discuss routines in section meetings to keep them current and appropriate to the needs of the children.
 - Staff should continue to practise routines with the children as needed without worry about loss of lesson time. When the routines are adhered to, more effective learning will follow.

3.4 Class Monitors

Pupils should be encouraged to take responsibility for codes of practice and this should be promoted by age-appropriate class monitor roles - including jobs such as Computer monitor, Book monitor, Door monitor, Cloakroom monitor, Lost property monitor, Eco monitor, Line monitor, reading corner monitor, music lesson monitor (write up the lessons on board)

The roles should be visible in the classroom and frequently changed.

Pupils will also discuss behaviour at School Council meetings and peer mediators are trained to enable them to support children focusing on their behaviours.

4 Parents and teachers as a team

- 4.1 One of the reasons that many parents will have chosen Churcher's College Junior School for their children is because they want them to grow up in an atmosphere conducive to learning where high standards of behaviour are expected and prevail. Should measures to apply disciplinary sanctions have to be taken in respect of a pupil, it is vital that the parents of that child support the School in its actions so that the message received by the pupil is consistent

between school and home. Where there is no, or inadequate, support from parents, not only can this give unsettling and confusing mixed messages to the child but it can also reduce the chances of improvement.

5 Discipline Procedures

5.1 The purpose of both rewards and sanctions is to promote good behaviour. A graduated structure of formal rewards and sanctions to complement less formal measures is necessary. The purpose of a reward is to recognise worthy achievement or effort, to motivate and encourage. The purpose of a sanction is to correct, to deter, or on occasion, to protect. The imposition of a sanction should never be an act of retribution.

5.2 Principles of Application

- Discipline should be fair and meaningful, constructive and purposeful
- There should be a systematic and consistent use of rewards and sanctions allowing for differing background circumstances to be considered
- Pupils should understand and learn from their mistakes and appreciate the balance between freedom and responsibility
- Persistent bad behaviour even at a low level, should be treated as a serious infringement
- Measures should be preventative rather than reactive
- Codes should be practised by the whole community, not just by a few individuals and involve parents whenever necessary
- Staff should continually revisit the 5R's to help reinforce the behaviours we want

6 Emphasising Good Behaviour

Good behaviour can always be acknowledged by a smile, or a positive comment and we need to ensure that all children experience success.

Rewards

- **Verbal and written praise including recognition in assembly**

Major awards such as those in sports, and drama and concert achievements, as well as being announced in Assembly, may be published on the School's web site and in the newsletter. Involvement of children in school events is acknowledged. Occasional 'house' competitions are organised and the good work is suitably displayed and rewarded. Children bring from home certificates, medals and trophies which they have gained for presentation. Positive comments can be written in children's homework diaries or reading journals. Pupils can be sent to the Head of Junior School, Deputy Head, Head of Pre-Prep and Senior staff for congratulations and positive praise. Academic progress and personal achievements will be rewarded with a letter from the head home.

- **Class Dojo (Reception to Year 3)**

CritterCoin (Year 3 to Year 6)

Staff are encouraged to award a Coin or Dojo for an excellent piece of work from a child [or good work over a period of time]. Dojos and Coins should also be used to recognise a positive attitude to work.

Each child should be able to receive a Dojo/Coin, and the expectation for achievement or effort should be relative to that child's normal standard/ability. Staff should look for the personal bests from children.

Dojos/Coins will be awarded to reflect the 5Rs of learning: Respect, Resilience, Resourcefulness, Responsibility, and Reflectiveness.

Staff will keep a record of Dojos and Coins awarded, in either Class Dojo or CritterCoin as appropriate. Each child is allocated to a House on entry to the school. Each term Dojos and Coins are totalled and the winning house is rewarded.

Staff are reminded that students should be praised for their good effort and encouraged to be proud of their achievements. Negative comments from other children must be challenged and must not be tolerated as 'only a joke'.

Good playground behaviour is also recognised with a Dojo/Coin or nomination by support staff for Rocks Club when children meet the Head for cookies and hot chocolate at break time.

Golden time is given when appropriate – ensuring continuity of experience through parallel classes in Year Groups.

- **Prep School Class Rewards**

In the Prep school there is a class reward system.

Children will be rewarded for positive behaviour earning class points. The winning class each week will be rewarded with an additional break time at a time that best suits their class teacher. The class reward system is managed using CritterCoin.

Prep school pupils will also be encouraged to share work they are most proud of at the house celebration event

Year 6 pupils take part in the Credit System for their last 3 half terms in the school. This system rewards personal bests in all subject areas and the 5R's. They are awarded a special badge for their first credit in assembly. On attaining 8 credits they are invited to afternoon tea with the Head. A full house of credits is awarded with an Amazon voucher.

- **Headmaster's Commendation**

Staff are invited to commend a pupil's good effort to the Headmaster who then congratulates the pupil on Fridays. Commendations may be given for pupils who have displayed their best effort, or for community activities. Commendations aim to:

1. encourage every pupil to learn to his/her best ability across the curriculum

2. reward a consistently good effort or outstanding piece of work
3. raise academic standards in the School by conspicuously valuing outstanding effort and achievement

Once a pupil has been awarded a Headmaster's Commendation, the Head of the Junior School writes to congratulate the pupil on their achievement.

7 Responses to undesirable behaviour

- 7.1 Staff should be fair and consistent in their reactions to children who may exhibit aspects of undesirable behaviour. It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child. See more details on sanctions (Section 8) – these should be proportionate and applied in an appropriate and consistent manner. Pupils should not be denied access to specific areas of the curriculum although they may be asked to complete one activity before moving on to the next, provided that this does not leave them in an unsupervised situation.
- 7.2 Churcher's College is clear that the same standards of behaviour are expected online as apply offline. The School may also sanction pupils when their behaviour online poses a threat or causes harm to another pupil and/or could have repercussions for the orderly running of the school, if the pupil is identifiable as member of the school and/or if the behaviour could adversely affect the reputation of the School. This is the case if the behaviour incident in question occurred outside the school day and off the premises.
- 7.3 Staff must consider the cause of the undesirable behaviour and remember that this could be as a result of a pupil's SEN/D (identified or unidentified) or the child's needs not being met, a mental health problem or problems outside of school. Staff should look at the underlying causes of behaviour and use an appropriate disciplinary route.
- 7.4 It may be necessary to draw up a behaviour plan of individual aims for some children. This should be in consultation with the parents. Any such plan must be in keeping with the school and class reward system and sanctions. It is important that for this group of children full records of incidents are kept in order that problem areas or times of day can be pinpointed and action taken.
- 7.5 What we will do if a child misbehaves;
 - We will ask them to stop misbehaving and issue a warning where appropriate.
 - Where necessary we will discuss incidents with the children involved
 - Where possible we will encourage children to try to resolve disagreement themselves
 - We will encourage children to take responsibility for their own behaviour
- 7.6 The School will use both general and targeted interventions to improve pupil behaviour and will provide all pupils with support, where necessary, to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required. Preventative measures which the School may put in place include seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher.

8 Sanctions

- 8.1 Each case of inappropriate behaviour is dealt with on a case-by case basis, with the context, circumstances and individual pupil taken into consideration. We will seek to ascertain the root causes of negative behaviours so that targeted and appropriate support interventions can be established and sanctions allocated.
- 8.2 When incidents occur between two or more pupils, it is the intention that a restorative approach will be taken. This enables children to reflect on their behaviour choices and understand how the other child has been affected by their behaviour. The meetings will focus on reflection, with the intention that the children will understand the cause and effect of their actions.
- 8.2 All staff are encouraged to use informal sanctions such as:
- *Redirection*: gentle encouragement & support; a 'nudge' in the right direction
 - *Reminder*: a discrete reminder of the rules. The teacher makes the student aware of their behaviours and its impact, providing age-appropriate explanations where needed
 - *Choice*: a clear choice given privately, clearly outlining the consequences if they continue i.e. "If you choose.... you must understand that there will be 'x' consequence"
 - *Caution*: clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining a consequence if the dysregulated behaviour continues

Immediate sanctions can include:

- Children can be asked to complete work at break or lunch-time but must be supervised
- Reminder sticker in homework diary for missing/forgotten items e.g. kit

For persistent poor behaviour, the situation may be escalated in the following ways:

Sanctions

A staged approach will be used, with each stage being part of a consistent and progressive response to pupil behaviour which does not meet expectations. Pupils will exit and/or re-enter the process as the situations occur, with reminding of the purpose and procedures that are taking place. The stages are:

Stage 1

Individual staff will address minor problems through one-to-one discussion. This may result in an informal verbal warning, which should clearly indicate the consequences of no change in behaviour or repetition. These could be warnings linked to disruptive behaviour in or out of the classroom, not following class rules, uniform infringements, lack of kit, poor attitude to learning, lack of homework. 3 warnings in a lesson/ linked to a rule infringement will lead to Stage 2. A teaching assistant/ specialist teacher must make sure that the class teacher is aware of the 3 warnings.

Stage 2

3 warnings will generate a "time-out" sanction, from a minimum of 5 minutes to a maximum of 15 minutes, to be taken during a break. (The 'time-out' sanction is used with the younger children however this is an immediate action and not restricted to break) Children on a "time-out" will sit in silence in a supervised area with a member of SMT or complete a task that supports the whole community in this time such as litter picking. Children will still have the opportunity to eat their snack.

Each incidence will be recorded, by the teacher using CPOMS. Parents will be informed of "time out" via a phone call or email on the same day as the sanction.

Unacceptable playground behaviour/ rudeness does not need three warnings but a pupil can be awarded "time-out" as a direct consequence of not modifying their behaviours instantly after advice being given

Stage 3

Persistent repeat offenders (more than 3 "time-outs" in a half term) will be sent to the Head of Section. Parents will be informed of this meeting or may be asked to join this meeting. It may be deemed appropriate to issue a report card, at this stage, to enable behaviour to be monitored with the pupil and parents and targets set for improvement.

Stage 4

In extreme cases of unacceptable behaviour or activity, including bullying, racism, sexism, damage to property, misuse of technology, physical actions harming others, the Deputy Head will issue a break time detention after full consultation with the pupil's teachers and any other members of the school community as seen appropriate. This again is fully documented and parents are fully informed. A pupil may also be withdrawn from afterschool activities or fixtures

Stage 5

- Head's detention (before/after school – 30 mins)

Stage 6

- Exclusion / Suspension

- 8.3 **Daily report** - these should not necessarily be seen as sanctions, but rather as a way of providing more constant monitoring of a pupil who is not performing at their best. They are issued by class teachers and signed each period by the member of staff teaching the lesson. They should also be signed each night by parents. They must be checked daily by form teachers. The length of time any pupil is on report is determined by his/her progress and motivation. Any discussion or actions from teachers regarding reporting should be discrete.

- A pupil may report to member of SMT on a daily basis – daily report card
- A meeting with parents to review consecutive incidents

8.4 **Temporary exclusion** (including from a specific classroom) - A pupil will only be excluded from class if his/her behaviour is seriously damaging the discipline of the classroom. On these occasions, the pupil concerned will be sent immediately to the following staff depending on their own availability

- Head of Section
- Deputy Head
- Head

8.5 After issuing a sanction, the School will consider strategies to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school eg. a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future, what will happen if their behaviour fails to improve and, if appropriate, advising them to apologise to the relevant person. This could include a partnership support strategy to be initiated where there is ongoing cause for concern. The learner will be allocated an Adult Mentor who will support the child in addressing the concern.

(See exclusion policy)

9 **Chains of Communication**

9.1 The typical chain of communication is:

Teaching Assistant/ Subject Teacher – Class teacher – Head of EYFS /Pre-Prep/Prep school - Deputy Head - Head

9.3 Most (though not necessarily all) problems should follow this 'chain'. There will be times when this does not happen and a disciplinary matter is 'fed' in at the middle of a chain, at the far end of it or beyond it altogether: typically, this occurs when a parent, perhaps unwittingly, effectively 'short-cuts' proper process – for example, by seeking to speak to the Head of the Junior School or Deputy Head about a matter which should be dealt with (or is indeed being dealt with) by another member of staff.

The important principles here are:

- that staff should communicate with each other, each piece in the chain 'linking' securely with the next – and be prepared to refer a matter to the correct colleague in the system;
- that parents should accept that a matter which they may, for any number of understandable reasons, bring to the attention of a particular member of staff may be best referred on to another, or others, by that member of staff, so as to ensure proper process and the best outcome.

9.4 With any apparently significant disciplinary matter, the case will have been properly investigated before any disciplinary action is taken. This will normally include the offender and other relevant parties being interviewed. Parents will also normally be contacted and invited into school for consultation.

- 9.5 A factual and non-judgmental record is kept of all significant sanctions and parent contacts on CPOMs.

10 ELSA, Play Intervention Therapy and Counselling

CCJS has provision for Play Intervention Therapy, ELSA trained staff and also there is a school counsellor available to see pupils – see CCJS Counselling/ELSA/Play Intervention Therapy policy.

- Referrals may be made by the parents or by staff. School staff or parents wishing to consider a referral must in the first instance discuss this with the Deputy Head or Head of the Junior School.
- Once the referral has been made, subject to parental permission (where applicable), an appointment will be made for the Counsellor to meet and assess the student.

11 Girls on Board

- 11.1 We are an accredited Girls on Board school and staff have been trained to facilitate Girls on Board Sessions with girls from Year 3. This programme acknowledges that girl friendship problems can be very different to boys and works on the following premises:

1. Every girl needs a friend at school
2. Everybody can feel insecure about their friendships
3. Every group of girls needs something to bond over
4. Things can get worse when the grown-ups get involved
5. Girls worry about what others are saying about them
6. Girls lie because they don't want to be told off

- 11.2 The girls are introduced to the concepts of Girls on Board and it is revisited in circle times as needed.

- 11.3 Circle time sessions include:

- Giving girls the chance to feedback their experiences
- Looking at the different types of girls that exist in the classroom and getting the girls to consider which one she is and which one she would like to be
- The teacher will consider "Friendship rafts", how numbers on board matter and what happens "When a girl is in the water".

- 11.4 The principles of Girls on Board are shared with the parents and the school is developing a Boys circle time to support boys accordingly.

12 Raising Resilience

- 12.1 The school works with clinical psychologists to deliver an emotional coaching programme called "Learn to Bounce". This is a whole school approach to emotional well-being, mental health and resilience that has been developed from all the latest knowledge and research. It is developed and run by experienced Clinical Psychologists and is aimed at helping parents/carers, teachers and pupils learn about feelings and six resilience skills based on the BOUNCE acronym. This is introduced in Year 1 and the children have 6 workshops each year to build

upon their skills. The staff are trained to be able to support the children with their resilience by drawing upon the skills covered in the Bounce sessions.

13 Special Educational Needs

13.1 Staff should be aware that behavioural problems are often caused by underlying conditions, including learning difficulties, mental health problems and problems outside of school. It is essential that staff look at the underlying causes of behaviour when dealing with children.

13.2 Please also refer to the CCJS Learning Enrichment Policy.

14 Equal Opportunities

14.1 All children should be regarded with the same consideration whatever their sex, intellectual or physical, social and cultural background or race. They are entitled to identification of their individual needs and to positive strategies.

15 Record Keeping

15.1 Incidents of a serious nature may require a separate written report for discussion with parents and this will be kept in the child's file.

16 Corporal Punishment

16.1 Staff are not permitted to use corporal punishment or to threaten its use in any instance. Staff should ensure they have read the Staff Code of Conduct dealing with the use of force and other physical contact.

17 Use of physical force

17.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance "*Use of Reasonable Force*" (July 2013) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

In deciding whether reasonable force is required, the needs and specific vulnerabilities of individual pupils (including SEND, mental health needs or medical conditions) will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.

17.2 In cases where staff may find themselves dealing with a difficult pupil, they are encouraged to use the following strategies:

- Remain calm and measured.

- Do not antagonise, or humiliate, or insult a pupil.
 - Give clear reasons why the pupil's conduct is unacceptable.
 - Explain the consequences of the pupil's refusal to co-operate.
 - Avoid any action which might exacerbate the situation.
 - Allow the pupil to give his or her version of the incident.
 - Disagree agreeably: prevent the incident from escalating.
 - Summon the support of a nearby colleague if necessary.
 - Ensure there are witnesses where possible.
 - Keep talking to defuse the situation.
 - Use physical intervention only when all other methods have failed.
 - The older the pupil, the less appropriate is the resort to force.
- 17.3 Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.
- 17.4 Also see Churcher's College Junior School Touch Policy. Any instance of the need for restraint would be recorded in the restraint log and parents would be informed on the same day, or as soon as reasonably practicable.

Authorised by	Deputy Head of the Junior School
Date	September 2025

Date of next review	September 2026 or earlier as required
Circulation	Published on the School's website and available from the Junior School Office on request
Status	Complies with <i>The Education (Independent School Standards) Regulations 2014 (SI 2014/3283)</i>

Appendix 1

Behaviour and Discipline Policy – Churcher's College Nursery ("CCNS")

This policy represents the agreed principles for behaviour and discipline throughout the Nursery.

Aims and expectations

It is the primary aim of CCNS that every member of the Nursery feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Nursery's behaviour policy is therefore designed to support the way in which all members of the Nursery work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims outlined below:

We believe that children and adults flourish best in an ordered environment without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline, self-regulation, self-esteem and respect for others. It is important to ensure the children know what is expected of them and that they are free to develop their learning in an atmosphere of mutual respect and encouragement. Annabel Knowles is the named practitioner responsible for behaviour management issues.

In order to achieve this at CCNS

Appropriate methods are implemented to manage children's behaviour including distraction, praise and reward and excellent nursery - home links.

Children are given several opportunities to show appropriate behaviour. In the unlikely situation of this unwanted behaviour continuing, they are given a period of 'Calm down' with an adult. Having removed the child from the situation, it then gives the adult a calm space to talk to the child about the behaviour, why it was inappropriate and how they can work together to help stop it happening again. The parents would be informed about the inappropriate behaviour at the end of the session. We also inform parents about positive behaviours in our daily conversations.

All adults caring for children in the Nursery will ensure that the ideas of the Nursery are applied consistently, so those children have the security of knowing what to expect and can build up useful habits of behaviour. It has to be remembered that we are not born knowing how to share and play co-operatively and the children need not only to be told but also to learn by example.

In case of serious behaviour such as bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. This should be explained to parents at the end of the session.

All adults will be a positive role model for children with regard to friendliness, care and courtesy. We praise the children constantly for positive behaviour. The Nursery expects every member of their community to behave in a considerate way towards others.

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Adults in the Nursery will praise and endorse desirable behaviour such as kindness and willingness to share. The children are able to add a heart to our Nursery kindness tree. Occasionally the nursery uses

reward stickers as a short term nudge for promoting a particular positive behaviour, but our aim is always to move away from 'reward' stickers and to encourage self-regulation.

Adults will not raise their voice in a threatening way. As a team we will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Adults in the Nursery school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.