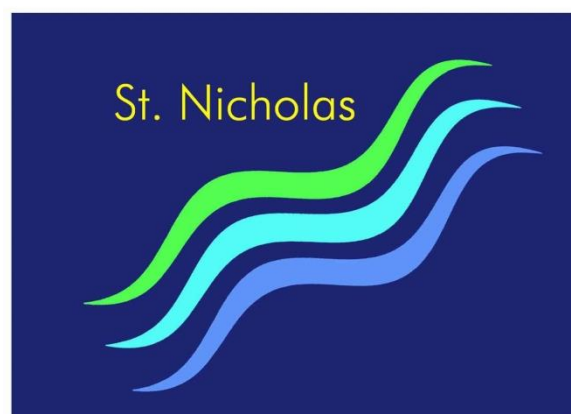


Behaviour Policy and Statement of Behaviour Principles

St Nicholas CE Primary School



Approved by:	St Nicholas CE Primary School Governing Body	Date: September 2020
Last reviewed on:	September 2020	
Next review due by:	September 2021	

Behaviour Principles.

Our Behaviour Policy at St Nicholas CE Primary School is based on the following principles;

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

1. Rationale

At St Nicholas C of E Primary School we believe that all children can behave or can be encouraged to improve their behaviour. We know that an effective behaviour policy is one that leads children towards high self-esteem and self-discipline. Therefore, this policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We believe that in order to allow all children to succeed educationally, socially and emotionally we need to create a positive atmosphere in which there is respect, firmness, consistency and fairness displayed by all adults that work in school and that children feel happy, safe and secure. Good standards of behaviour in school can only be achieved by parents, pupils and staff working in partnership and supporting each other.

In order to enable all children in the school to reach their potential, teachers have to be able to give their attention to teaching, minimising distractions and ensuring that the children stay on task. High expectations are communicated to the children constantly throughout everyday life in the school.

2. Aims and expectations

At St Nicholas C of E Primary School we aim to:

- reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation
- maintain a happy, safe and orderly environment in which children learn to behave
- behave responsibly with consideration for others and respect for our surroundings
- create a curriculum and whole school ethos that develops positive self-image and self-esteem
- ensure a calm and purposeful environment where teachers can teach effectively and children can learn
- ensure emphasis is on praise and positive reinforcement
- have high expectations of the children and set clear boundaries and consequences
- foster caring attitudes where achievements at all levels are acknowledged and valued
- reward good behaviour, effort and achievement
- encourage increasing independence and self-discipline so that each child learns to take responsibility for his/her own behaviour
- have a consistent, fair approach throughout the school community
- provide positive role models
- provide a sense of direction and a feeling of common purpose for pupils, staff and parents
- establish school rules, classroom rules and routines that maximise learning opportunities

- share the policy with parents to enable them to understand and support the ethos of the school

3. Golden Rules

As a school we follow 5 key golden rules, which are displayed throughout the school and discussed with the children. Children are frequently reminded about them. If the golden rules are broken then sanctions are applied. These golden rules apply throughout all school activities and all times of the day. All adults in school apply the golden rules when interacting with the children.

Our golden rules are:

1. Be helpful, kind, polite and honest
2. Always listen carefully
3. Keep our hands and feet to ourselves
4. Take care of our school
5. Always try our best

4. Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated.

Rewards involve:

- Verbal praise and smiles
- Earning house points in for good behaviour and work.(Dots on pegs and colour change – see appendices, housepoints in books for good work)
- Special badges and stickers are awarded in celebration assembly.
- Special certificates
- Showing work to other members of staff for reward or praise
- Verbal praise to parents about their children.
- Extra responsibilities
- Stamps and stickers on work
- Dinnertime rewards
- Good news texts
- Special privileges
- Class wide rewards – each class may have its own system (maybe a marble jar.) The class will work together as a team to try to fill the jar through hard work and good behaviour to earn a pre-agreed reward.

5. Listening to Pupils

When there are disagreements between pupils they will be encouraged to talk to one another with adult support. Each pupil will be expected to listen to the others and will be encouraged to formulate a solution together that all are satisfied with.

6. Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

In the majority of situations misbehaviour will be dealt with in school and the appropriate sanction given. In severe cases or in incidences where poor behaviour is becoming a pattern parents will be called. It is important that children are not double punished at home for incidences that happen at school.

Sanctions are employed in the following ways;

6.1 Foundation stage

Children start on the sun. If they display poor behaviour their name is moved to a sad face. The children have the opportunity to modify their behaviour, in which case they return to the place on the sun. If they continue to display poor behaviour then they will move to the cloud. At any point children can move back onto the sun.

6.2 KS1/KS2

In KS1 and KS2 staff use the behaviour ladder. Pupils will each have a peg. Their peg will be moved up and down the ladder according to their behaviour. Every time they reach outstanding they will receive a dot, when they receive 3 dots they change the colour of their peg.

Outstanding
Good role model
Showing pride
Ready to learn
Warning
Time out
Move out
Headteacher
Behaviour card

7. Unacceptable behaviour

We recognise there will be lapses in behaviour for many reasons but any behaviour which disrupts the learning of the rest of the class will be dealt with according to the severity and nature of the behaviour. Pupils will be moved down the behaviour chart how far they move depends on the severity of the unacceptable behaviour, in severe incidents pupils can be moved straight to 'Headteacher'.

- Calling out
- Refusing to do as asked
- Inappropriate noises
- Distracting others
- Not following instructions
- Not listening
- Obviously not paying attention
- Fiddling with objects which results in lack of concentration
- Not trying their best
- Laughing at other people's mistakes
- Constantly out of their seat without permission
- Playing with school property without permission.
- Poor attitude.

The following behaviours will result in an immediate sanction and are likely to result in a behaviour card:

- Swearing
- Answering back
- Throwing any object
- Using hands and feet in a dangerous manner to either people or property
- Shouting in anger
- Lying

These behaviours will result in a behaviour card and parents being called, serious episodes are likely to end in a fixed term exclusion or in the child not being allowed into class for a period of time whilst remaining on school premises.

- Biting or spitting

- Climbing on furniture
- Unkind behaviour to peers
- Breaking or defacing school property deliberately
- Assault of another pupil or adult
- Running away from an adult
- Bullying

8. Other sanctions

- Children may be moved to another area in the class to work on their own.
- Sent to work in the Headteacher's office.
- If children have not completed work as expected in class then they will be kept in for an appropriate amount of time at lunchtime or breaktime and will not receive one to one support.
- If children do not complete homework then children will be expected to stay in to complete their homework at lunchtime without one to one support.
- Loss of breaktime or lunchtime

8.1 Lunchtime

- Verbal Warning
- Name written on a red slip which is given to the class teacher and kept in the main behaviour folder
- In certain situations misbehaviour at lunchtime will result in loss of lunchtime.
- More serious incidents will result in the head or deputy being involved immediately.

8.2 Assembly

If a child is disruptive in assembly they will see the and may miss part of their breaktime.

8. Serious Incidents

If a serious incident occurs in school parents will be informed by phone and may be invited into school to discuss the incident with the Headteacher, deputy or class teacher.

9. Behaviour Cards

These cards provide a diary of the child's behaviour throughout the day they need to be signed by the teacher at the end of each teaching session, the senior supervisor at lunchtime, the head or deputy at the end of the day and parents each evening.

10. Exclusions

It is anticipated that this sanction would only be used when all other strategies had failed or a single incident which was extremely serious occurred. However, if exclusion is appropriate, we will follow the guidance laid down by the Local Authority in conjunction with the following procedures.

- Headteacher or deputy (in the absence of the Headteacher) to make the decision to make an internal or external fixed term exclusion or permanently exclude.
- Headteacher or deputy to ring parents and complete paperwork immediately
- Headteacher or deputy inform all staff members as soon as possible
- The governors and Local Authority to be informed
- On return to school there will be a reintegration meeting between the parents and the Headteacher before the child returns to school.

11. Bullying

At St Nicholas C of E Primary School the issue of bullying is taken very seriously. Bullying can take many forms and all staff follow the school's Anti Bullying Policy protocol to resolve incidents promptly and fairly. Through assemblies and PHSE lessons children are taught, although upsetting, friendship issues are not bullying and that bullying is an act carried out Several Times On Purpose (STOP).

Place to Talk provides pupils with someone they can talk to about friendship issues.

12. Control and Restraint

All staff at St Nicholas C of E Primary School are designated with the authority to control and restrain children where necessary, this is in line with the Education Reform Act of 1997 (section 550A). Staff are able to use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Injuring themselves
- Committing a criminal offence (including behaving in a way that would be a criminal offence if the pupil were not under the age of criminal responsibility)
- Causing damage to property
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

Staff should take the following steps:

- Stay calm and try to keep the voice quiet and speak slowly
- Give time (where appropriate) for the situation to de-escalate
- Give the child clear instructions
- Call for assistance from a colleague (who has had SKIP training)
- A clear verbal instruction to stop any inappropriate behaviour should always precede any physical intervention
- A written record should be given to the Headteacher

Physical intervention must be the use of 'reasonable force'. No legal definition of this exists but physical intervention may include:

- Blocking a child's path
- Holding a child's hand
- Pulling two children apart
- Leading a child away from a situation by placing a hand in the centre of the pupils back. (SKIP training)
- The law requires that force should only be used when other approaches have been tried.

13. Implementing the behaviour policy

13.1 The role of the class teacher

St Nicholas C of E Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at St Nicholas C of E Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

It is the responsibility of the class teacher to ensure that the Golden Rules are enforced in their class and across the whole school, and that their class behaves in a responsible manner during lesson time and when around the wider school.

- The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently.
- The teacher treats all children in their class with respect and understanding.

- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
- The class teacher informs the Headteacher of any serious or repeated behaviours.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or members of the Behaviour panel.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

13.2 The role of non-teaching staff

All school staff have the responsibility to uphold the behaviour policy.

Staff should inform the class teacher and/or Headteacher of inappropriate behaviour and sanctions given.

13.3 The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

13.4 The role of parents

- The school works in partnership with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the
- Headteacher. If the Headteacher cannot resolve the problem the parents are advised to follow the school complaints procedure.
- We expect parents who visit school to discuss any issues, to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

13.5 The role of governors

The governing body has the responsibility of reviewing the behaviour and discipline policy.

The governors support the Headteacher in carrying out the policy.

14. Behaviour out of School

Pupils must ensure that they do not behave in a way that brings the school into disrepute, including outside of school hours. The school will take action against pupils who behave in a way that does bring the school into disrepute through the implementation of the behaviour policy this may include permanent exclusion in extreme cases.

15. Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in reception.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

16. Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix

Rainbow Pegs

- ☺ Children start with a blank peg. They work their way up to outstanding (or down to behaviour card.)
- ☺ Children who have been moved down can work their way back up.
- ☺ Every time a child reaches outstanding they get a dot on their peg.
- ☺ Once they have 3 dots on their peg, they can paint (or colour) their peg the next colour. The colour order is :

- Red
- Yellow
- Pink
- Green
- Purple
- Orange
- Blue

Presented with pegs and head teachers award. (Fri assembly)

- Bronze
- Silver
- Gold

Presented with pegs and head teachers award. (Fri assembly)

Now we repeat the rainbow- with glitter!

- Glittery Red
- Glittery yellow etc.

Once all the way through again, presented with pegs and head teachers award. (Fri assembly)

- ☺ Rather than children continually painting the same peg. Once they have painted the first plain one, they can keep each colour (these could be displayed) and will get a new one to paint (*e.g. once they get their red, they peg it up somewhere and get a new one to paint yellow.*)
- ☺ Everyone needs to be using the behaviour policy. Therefore, if a child consistently fails to meet expectations they should be sent to other classrooms and eventually to the head for a behaviour card (as on the peg chart.)
- ☺ As with all reward systems, there is a danger of only noticing the children who need more help with behaviour. Try hard to notice the good behaviour and move those children up so good behaviour is celebrated in school.