



Norton St Nicholas CofE (VA) Primary



Behaviour Policy EYFS 2 to Year 6

Introduction

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

Key Points

Our school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

We have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (when the pupil is taking part in any school-organised or school related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school). The power to discipline also applies to all paid staff with responsibility for pupils; this includes volunteers working in the school. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with this behaviour policy.

This Positive Behaviour Policy has been produced by the school community and it reflects the Christian values promoted in the school's mission statement and values tree below.

Norton St. Nicholas Values Tree



This policy sets out the expectations of behaviour at Norton St Nicholas CofE (VA) Primary School. The Governors, staff and pupils seek to maintain an environment, which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-bullying Policy, Safeguarding Policy, Equality Policy, Inclusion Policy, E-Safety Policy, Home School Agreement and House Point System document.

To reinforce positive behaviour we expect and encourage all children to follow the behaviours, which are captured in our school rules, to:

- ☆ **be kind, polite and respectful to all others and their property;**
- ☆ **try their best;**
- ☆ **listen to others;**
- ☆ **be happy;**
- ☆ **take pride in their work and celebrate their achievements.**

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work and volunteer at Norton St. Nicholas have a responsibility for behaviour. They need to support our positive culture and ensure that they treat children with respect and kindness. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistently high expectations.

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour. Adults in school are expected to:

- Reinforce positive behaviour
- Address behaviour and not the child
- Be consistent in their application of rules
- Model our school rules
- Use praise
- Balance positive and corrective behaviour (80/20)
- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Leader and outside agencies as appropriate

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school.

When a pupil displays seriously inappropriate behaviour, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules, values, home school agreement and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances, which may affect their child's behaviour

- Discuss any concerns with the class teacher promptly

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the Christian ethos of Norton St. Nicholas school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents, staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

Positive Behaviour Management

Positive behaviour management may be defined as the strategies the school employs to promote a well-ordered, purposeful school community. These strategies underpin the Behaviour Policy.

The adults will do this using a variety of the following:

- establishing clear class rules in line with the school rules
- using verbal praise
- using approving signs/acknowledgements
- using class rewards – e.g. extra playtime, time on the adventure playground
- sending to another teacher/Head teacher with work
- using whole class reward systems –marbles/ sparkles/ merits
- rewarding with stickers
- rewarding through Marvellous Me
- using our whole school rewards, including but not exclusively:
 - Value award
 - Wow award
 - Top Table
 - Sports person award
 - Lining Up trophy (class award)
- Sending celebratory letters/certificates home from Senior Leaders to celebrate excellence in learning/learning behaviours and/or vast improvements in an area of learning/learning behaviour
- Using the whole school house point system.

Norton St. Nicholas House Point System

The reward system is to encourage and acknowledge all children who follow the school's expectations e.g. good behaviour, supporting peers and adults with daily tasks and taking responsibility to achieve their personal best.

How does the system work?

House Points are awarded in the form of coloured plastic house tokens, which are placed by the children in the house points collection tubes that are kept in the school foyer. Tokens can be awarded by all staff to children for a variety of reasons.

For example:

- Polite, well-mannered behaviour
- Demonstrating a school value
- Working to the best of their ability
- Good attendance
- Putting special effort into a piece of work/performance
- Neatly presented work
- Positive attitude towards work
- Sporting achievement

- Musical/Art achievement
- Taking part in competitions and events
- Helpful approaches to different situations

House points are awarded using the following guidance:

- **1 house point** for an isolated achievement (e.g. a one off act of kindness, helpfulness, good work etc)
- **2 house points** for a sustained achievement (e.g. sustained good behaviour, an achieved target, hard work on a project etc.)
- **3 house points** for a special achievement (e.g. something that goes above and beyond) or a group achievement (e.g. for winning a class based team game)
- **5 to 10 house points** can be awarded for extra special achievements by the Senior Leadership Team

Every week, the house that is in the lead will be announced in our Celebration Assembly. Each houses' collection tubes are divided into four sections. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full.

Interim Awards: These will be given when the House reaches the following markers on their collection tubes. The rewards are as follows:

- $\frac{1}{4}$ full - 15 minutes extra playtime on the first dry playtime of the next week
- $\frac{1}{2}$ full – all the children will receive a pencil in their House colour
- $\frac{3}{4}$ full – non-uniform day on the next Friday

Termly Awards: The House who has earned the most points over a term will be given the choice from the following rewards:

1. Watch a DVD on the big screen in the hall with popcorn.
2. Have a crafts and computers afternoon with biscuits and juice.
3. Afternoon of outdoor play with biscuits and juice.
4. Gym games afternoon.

Annual Award: The House who has earned the most points over the year shall enjoy a trip to Letchworth Water Park with Ice-cream (Or a similar and appropriate trip as decided by House Captains and School Leadership)

The Captains and Vice-captains will choose the award. The choice of different awards given to the children will be dependent upon staffing availability, weather and financial constraints.

Formulating class rules

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all class members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

Non adherence to positive behaviour policy - summary of procedures

- A verbal reprimand or visual warning (these will be finite)
- Receiving Reflection Time – this should suit the age of the child with the ability to earn back the time lost
- Moving within the classroom
- Extra work or repeating unsatisfactory work until it meets the required standard
- Removal of privileges – e.g. removal of break time or lunchtime
- School based community service
- Sent to a different classroom – tell parents
- Sent to Headteacher – reflection sheet completed – parents contacted if necessary
- Regular reporting, including early morning reporting, behaviour checks or being placed on report for behaviour monitoring

- In more extreme cases we will use temporary or permanent exclusion

Time-out may be used for specific individuals – when used this sanction is determined by the age of child.

When a child behaves inappropriately this process begins. Different levels of inappropriate behaviour will start the process at different stages at the discretion of the adult involved. Although this list is hierarchical in order of response and sanctions, and should be worked through in the order given, serious poor behaviour choices will result in higher level sanctions. Such behaviours include wilful refusal to cooperate with staff, violence of any kind directed at a pupil or member of staff, swearing, bullying, racism, leaving the premises without permission, vandalism, and malicious allegations against staff.

At Lunchtimes

At lunchtime MSAs will issue warnings to pass on to class teachers and teachers will issue the appropriate sanction. When children are noticed behaving in an exemplary manner at lunch time paper slips are completed and passed on to the class teacher to ensure an appropriate reward is given.

Reflection Time

We understand we all make mistakes and receiving reflection time is a sanction used; the amount of reflection time children receive will be monitored by the Headteacher. Children who, by Friday Lunch Time have received reflection time to reflect on poor behaviour choices and not managed to earn it back, meet the Headteacher/ Senior leader/ teacher in the hall and for the length of time lost reflect on the behaviours that led to this sanction being applied. The children who this applies to are monitored by the Headteacher so that any repeating patterns can be addressed. Parents will be written to and informed if a child receives significant amounts of reflection time for three consecutive weeks.

During Worship

Worship is an essential part of our school day and we expect all children to engage in a positive way for which we have high expectations. To avoid disruption to worship we will follow the process below for any child not meeting the expectations:

Warning; Move the child within the hall; Move the child from the hall and remove privilege

Children whose behaviour does not improve

A child who regularly misbehaves and who does not respond to and show improvements in behaviour from the above measures will be referred to the Inco and consideration for assessment by outside agencies and placing on the SEN register. In such cases, the following course of action will be followed:

- Classroom teacher co-ordinate discussion with parent / carer re: incident / behaviour concerns.
- At this point a 'Personal Target Sheet' (See appendix D) is considered.
- Inco and Headteacher are informed
- Inco, Teacher, Parent and, if appropriate, pupil and Headteacher meet and are involved in drawing a Pastoral Support Programme (PSP)
- A time scale and review date is to be agreed

External agencies may be included (Behaviour Support Service/ Educational Psychologist) and a new plan of action / contract may be created:

- BSP (Behaviour Support Plan)
- PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion. It aims to improve behaviour based on small step targets.

Time scales and regular review dates will be agreed.

Should the above procedures fail to have the desired effect; the following course of action will be taken:

- Headteacher imposes Fixed Term Exclusion (following guidelines by DfE and Local Authority)
- Headteacher imposes Permanent Exclusion (following guidelines by DfE and Local Authority)

Exclusions

Internal exclusion

We define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules. There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home. In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers.

External exclusion

In cases of repeated disruption or on occasions of high level inappropriate behaviour such as violence, verbal abuse and defiance, the Headteacher, or when acting in their absence the Assistant Headteachers/ Deputy Headteacher, can exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviour. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Headteacher or Assistant/Deputy Headteachers. Finally, and in the last resort the Headteacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour. In all cases of exclusion, both fixed term and permanent, the school will comply with DfE and Local Authority guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with an exclusion.

Children with special educational needs

The school will need to consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

We expect all children to abide by the School Rules. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times. Children with behavioural difficulties on the SEN Register may:

- Have regular meetings with their teacher and parents/carers.
- Be placed on a 'report card' by a senior teacher, Assistant or Deputy Headteacher or Headteacher. A mutual decision is made, involving the child as to when the form is deemed no longer necessary. Parents/carers see the form daily.
- Have targets for improved behaviour in their Passport.
- Have an individual Behaviour Plan (PSP).
- Meet regularly with the Inco to discuss progress.

Children who have an EHCP may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews. A formal meeting will take place each half term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for articles that have been or could be used to commit an offence or cause harm. For further information see Physical Intervention / Use of Reasonable Force Policy.

Written: 2009

Full review with DfE Guidance: January 2016

Review Date: January 2018

This policy has been reviewed and has been assessed as being compliant with the requirements of the Equality Act 2010