Nythe Primary School

Behaviour

Policy

Date of approval	September 2020
Approved by	
Review date	September 2022

Contents

'Achieving More, Together'

Our Behaviour Policy reflects the importance that the school places on children being supported in making a positive contribution to their school and to society in general, by being involved socially within the school and the wider community and not engaging in anti-social or offending behaviour.

In order to provide a consistent approach to behaviour, the whole school will be involved in the implementation of this policy and should be willing to involve themselves in intervention whenever necessary.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and consequences**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)

Policy written by:-

- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability (SEND) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that academies should publish their behaviour policy online

3. Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork

- Poor attitude

Serious unacceptable behaviour is defined as:

- Repeated breaches of the school rules including refusal to follow reasonable adult instructions

- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism

- Theft

- Fighting

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any article a staff member 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). These items will be confiscated and will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. (Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Policy written by:-

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Anti-bullying strategy.

- All pupils, parents and staff are actively encouraged to report incidents of bullying. This message is repeated throughout the year and particularly reinforced through whole school assemblies every year as part of Anti-Bullying week.

- When incidents of bullying are brought to the attention of staff, depending upon the level of incident that member of staff will try to establish the details and talk to the children involved. If no satisfactory resolution is reached or there is a repeat incident the member of staff will escalate this to the Principal. If the member of staff is concerned about the level of risk to pupil well-being or safety in any way, they will bring the issue to the attention of the Principal in the first instance. If pupils feel their concerns have not been acted upon by the first member of staff, they talk to they are encouraged to bring the issue to the attention of the Principal. **If parents have a concern, they are encouraged to discuss this with the Class teacher in the first instance** and then to the Principal if they feel a satisfactory resolution has not been reached or there is a repeat incident.

  Staff will ask the pupil to explain what has worried or hurt them and who was involved. Staff will also discuss how they will deal with the issue in order to reduce further worry or anxiety.

- School staff will support pupils who have been bullied, and those vulnerable to bullying through reassurance from the staff members working with the pupils and through on-going communication with parents to ensure the child feels secure that adults are working together to keep them safe.

- The school sees all behaviour as communication. To that end, the school will also work to support the child who has taken part in bullying to help them to learn strategies to improve their behaviour and to have positive relationships.

- The school staff complete Team Teach training that places emphasis upon positive behaviour management strategies and supports staff to develop strategies to manage incidents of bullying.

- Consequences for bullying behaviour are outlined in section 7 of this policy.

5. Roles and responsibilities

5.1 The Local Governing Body (LGB)

The LGB will the behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the LGB, giving due consideration to the school's statement of behaviour principles (appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents on the School Information Management Systems (SIMS) or behaviour monitoring charts for pupils with individual plans in place.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

6. Mascots

Each class will display the school mascots, who outline how children are expected to behave.
- Responsible Robin   – I am a responsible citizen
- Respectful Raven   – I am respectful of others
- Persistent Peacock   – I never give up
- Safe Sparrow   – I keep myself and others safe
- Friendly Falcon   – I am a good friend
- Confident Cuckoo   – I embrace change

Pupils are expected and supported to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn

Policy written by:-

- Move quietly around the school

- Treat the school buildings and school property with respect

- Accept consequences when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and consequences

7.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Smile
- Thumbs up!
- Verbal praise
- Sticker
- Dojo points on whole class positive behaviour reward system
- Certificates
- Message home to celebrate

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand

- Time out (time to calm down/reflect on behaviour)

- Expecting work to be completed at home or at lunchtime

- Detention at break or lunchtime

- Loss of privileges (e.g. playtime)

- Referring the pupil to a senior member of staff to complete their work

- Letters or phone calls home to parents

- Agreeing a behaviour contract or plan

- Internal exclusion

- External exclusion for a fixed term to be followed by a reintegration meeting to ensure the pupil understands why they were excluded and what is expected of them on their return to class

- In cases of exceptional inappropriate behaviour the Principal should be called for immediately using the telephone system in each class if appropriate. In the Principal's absence the Assistant Principal should be called.

7.2 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

The Principal will also consider the pastoral needs of staff accused of misconduct.

Policy written by:-

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the school mascots and explain them regularly throughout the year

- Develop a positive relationship with pupils, which includes:

    o Greeting pupils in the morning/at the start of lessons

    o Establishing clear routines

    o Communicating expectations of behaviour in ways other than verbally

    o Highlighting and promoting good behaviour

    o Concluding the day positively and starting the next day afresh

    o Having a plan for dealing with low-level disruption

    o Using positive reinforcement

All adults will challenge inappropriate behaviour.

- *FIRST praise and rewards observable examples of good behaviour in other children in order to encourage positive behaviour.*
- *Always criticise the behaviour not the child. Children should always know WHY they are being disciplined, and WHY behaviour is inappropriate.*

Every child has a fresh start every day, within the agreed level of action.

The importance of parental partnership to support behaviour issues

- The child is made aware of the seriousness of the situation and sees that parents and school are supporting a joint policy.
- Parents need to be fully informed and made aware of any problems from the outset.

If continual contact with a child's parents has been necessary, an Individual Behaviour Plan -IBP must be put in place.

Playtime Behaviour

The same rewards and consequences apply. Time out will be on a specified area of the playground.

Lunch Time Behaviour

- The school acknowledges the hard work and support given by the Senior Play Leader, the Mid-Day Supervisory Assistants (M.D.S.A.s) and teaching assistants that work part of the lunch hour.
- All staff are aware of the School Behaviour Policy.
- Children are aware that M.D.S.A.s are to be treated with the same respect as all other staff and adults in school.
- Stickers and certificates are provided for MDSA's to give for good behaviour and helpfulness.
- MDSA's can award Dojo Points.

Policy written by:-

- MDSA's will notify class teachers / Principal of any poor behaviour; relevant consequences may then be applied.
- Behaviour plans will be put in place if constant bad behaviour occurs.
- Failure to conform may result in lunchtime exclusion, with parents being asked to collect children at the start of the lunch hour and return at the end.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the 'bound book' and reported to parents
- The 'bound book' is monitored by the LGB

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will work with the class teacher to support a pupil who exhibits challenging behaviour and will determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their staff training in 'Team Teach'.

Behaviour management will also form part of continuing professional development.

Policy written by:-

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and full governing body every year. At each review, the policy will be approved by the Principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

<u>Remember</u>

- Be fair and consistent and to explain to children what we are doing and why.
- Avoid delivering punishment in the heat of the moment.
- Avoid 'labelling' the child.
- It can be effective to explain to a child how you feel e.g. hurt, sad etc.
- Try to resolve problems as soon as possible allowing every child to express an opinion.
- That it may be appropriate to encourage or allow the child to make good the harm that has been done.
- **Allow every child a fresh start!**

Policy written by:-

Appendix 1: written statement of behaviour principles

1	The school aims to provide a calm and secure school environment.	
2	Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others	
3	All pupils, staff and visitors are free from any form of discrimination	
4	Staff and volunteers set an excellent example to pupils at all times	
5	Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life	
6	The behaviour policy is understood by pupils and staff	
7	Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy	
8	Pupils are helped to take responsibility for their actions	
9	Exclusions will only be used as a last resort.	
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.		

Policy written by:-

Appendix 2: Flowchart for classrooms

Nythe Positive Behaviour Management Flowchart

5.   **Certificate awarded in Celebration Assembly.**

4.   **Email or postcard to parent**

3.   **Sticker or a Dojo Point**

2.   **Verbal praise**

1.   **Smile or thumbs up**

1. Look and reminder of expectation
2. Verbal warning
3. Time Out – EYFS 2 minutes, KS1 3 minutes, KS2 5 minutes or loss of privileges (e.g. break time).
4. Visit to SLT – contact parent to talk through events.
5. Arrange a meeting with parent.

Policy written by:-