



St Nicholas Priory CEVA Primary School

Behaviour Policy

Ready, Respectful, Safe

This policy complies with Section 89 of the Education Act and Inspections Act 2006.

At St Nicholas Priory we want to help our pupils to grow socially, personally and academically and this policy sets out how we will foster good respectful behaviour to each other.

We believe good behaviour needs to be carefully developed. We believe that young children learn best when we are clear about what they are supposed to do, and when they are constantly encouraged to do it. This policy sets out:

- What we mean by good behaviour
- What we think are the benefits of good behaviour
- How we encourage good behaviour in school

What do we mean by good behaviour?

At St Nicholas Priory we feel that good behaviour means that everyone in school is:

- Caring and kind
- Polite and friendly
- Helpful to each other
- Respectful and considerate
- Engaged and hardworking

We want to encourage this behaviour in every area of school life, for example, entering and leaving school, at lunchtimes, on school trips, at after school clubs as well as during classroom hours.

What do we mean from our pupils?

- A whistle is blown at lunchtime to indicate that children will need to freeze. On the second whistle the children will move to meet their teachers in the line
- Pupils should line up quietly before school and before entering their classroom. The teacher should meet and greet the pupils at the door
- School uniform to be worn as per the policy and not variations of it
- Pupils should work collaboratively in classes and other learning environments, when required. Pupils will not interrupt each other or adults but wait patiently
- In the dining hall pupils are expected to conduct themselves in a calm manner. Shouting out or changing seats is not acceptable
- Pupils should walk inside school, and on the left hand side of corridors and stairs. Walking should be done quietly with no pushing and jostling
- School property will be looked after. Each classroom will have several pupils assigned to look after resources but all pupils will treat school property with respect. The school will expect parents/carers to replace property deliberately damaged by pupils
- Rewards and Consequences displays are in all classrooms and work areas to remind children of inappropriate behaviours and behaviours that will promote rewards

Benefits of Good Social Behaviour

By supporting respect and good behaviour we know we will be supporting the Christian ethos of the school, one that aims to foster a very positive attitude to life. We aim to promote self-image and respect for the attitudes and values of others.

As well as developing self-confidence, our pupils will learn the value of friendship in a safe and happy environment where they can grow and achieve. We encourage children to play an active role in their education through collaborative learning and presentations to real audiences in school and beyond. An environment in which pupils can feel confident to contribute as active participants can only help them to achieve their full potential and do as well as possible in their school work. They will have a strong sense of identity with their school and will form an emotional attachment to it manifesting itself through a high degree of self-motivation.

As a staff we aim to meet the needs of all our pupils and good behaviour helps to facilitate this, enabling us to teach effectively with few behavioural problems. We believe this allows for an uncluttered, safe learning climate in which all pupils are free to realise their potential.

We welcome supportive contributions from parents/carers as there are several benefits to be gained from viewing the development of good behaviour as a home/school partnership. Parents/carers can feel confident their children are growing personally, socially and academically in a safe environment which enable all to thrive. They can be assured that their children will receive support when they need it, in order to develop cognitively, socially and emotionally. Above all parents/carers can feel welcome in the school to discuss their children's progress in a positive atmosphere.

How do we Encourage Good Behaviour?

In our school we want all our pupils to feel that they have a personal investment in the running of the school. We offer all pupils opportunities to develop independence, confidence and responsibility through the PATHS approach and specific roles such as Learning Ambassadors, Special Eyes and House Captains. This helps to promote good behaviour and we feel that to promote it further children need:

- To know what they are required to do
- To have goals to aim towards
- To be praised, supported, recognised, celebrated and encouraged constantly and effectively
- To have clear, concise expectations that are upheld by all staff, about their work and behaviour
- To take responsibility for the choices they make and be involved in improving our school

As a staff we:

- Recognise and highlight behaviour as it occurs
- Explain and demonstrate the behaviour we expect
- Will sanction appropriately as per this policy and we will all do this consistently
- Let parents/ carers know about their child's good behaviour
- Model the level of respect and behaviour that we expect from pupils
- Try to anticipate where issues might occur ie through looking at individual timetables
- Provide support through intervention, nurture and check in
- Use of external experts eg SRB Mundsley

At all times we believe that positive reinforcement is the best way to achieve good behaviour and we have several systems set up in school to accomplish this. Firstly, we have a clear set of routines around the school so the pupils know what is expected of them at a given time. We don't have a list of 'school rules' but try to base our behaviour on the principles mentioned earlier.

Pupils are helped to recognise examples of good behaviour at all times and we feel it is important for pupils to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions. Classroom 'rules' are always succinct, catchy and positively phrased. Each class draws up its own 'learning contract' at the beginning of each year. All members of the class, particularly the adults who lead by example, need to 'sign' the contract. The learning contract is displayed in each classroom and referred to if necessary.

Special Educational Needs (SEN)

For some of our special needs pupils an individual behaviour plan will be organised to help those pupils who find it more difficult to conform to the agreed contract or the behaviour policy although the principals of the policy remain the same. A behaviour plan will be part of a pupil's special needs provision and will offer the pupil a precise, achievable structure to work within in order they, and others, remain safe and work is not disrupted. A specific reward, appropriate to the pupil's needs, is offered as part of the behaviour plan. Often these same pupils will be offered time in our nurture room to develop the relevant aspect of their special needs learning plan. This is a way of encouraging children to support and learn from each other.

Rewards

There are times when we feel it is appropriate acknowledge good behaviour in a special way.

- Class Dojo – whole school Class Dojo is an online resource that allows points to be given to children for good behaviour, effort in class and excellent answers etc. Parents will receive a message and will be able to see why their child was given a dojo. This is also a tool to encourage home/school communication as parents and staff can use it to keep in touch. **This approach is used in year 2 to year 6.**
- Notes Home and Certificates – teachers are asked to recognise exceptional behaviour by sending home a note celebrating a pupil's excellent attitude. These are sent by post via the school office. Certificates are awarded in year group assemblies. Teachers may also send home a postcard relevant to the school's particular key skills focus, such as 'Reflection' or 'Risk' **This approach is used in years 2 to 6.** In YR and Y1, certificates are also sent home with the child or given to the parents for good behaviour, effort and progress. Stickers are also used for smaller milestones. In YR and Y1 tangible rewards are just a small part of the 'culture of praise in positivity' where behaviour modification is seen as an integral part of the development of the whole child
- Badges – we award enamel badges for progress, or excellence, in the following areas **(in year 2 to year 6 only)**:
 - 1) Attendance – Bronze for 100% attendance FOR ONE WHOLE TERM
 - 2) Attendance – Silver for 100% attendance FOR TWO WHOLE TERMS
 - 3) Gold – for 100% attendance FOR THREE WHOLE TERMS (THE WHOLE ACADEMIC YEAR)
 - 4) Progress in reading – each term
 - 5) Progress in maths – each term
 - 6) Progress in writing – each term
 - 7) Progress in grammar – each term
 - 8) Exemplary Behaviour – for any pupil who has less than three (i.e. 1 or 2) incidents of poor behaviour – annually (presented in July)
 - 9) Accelerated Reading – each term**10) 25, 50, 75, 100, 200 and 300 dojo point badges (n.b. , we no longer offer House Points)**
- 100 Dojo Point badges, most other badges, Special Eye/House Captain ties and certificates are awarded in Friday assemblies or collective worship, or in the case of dojo points below 100 and progress badges, the year group assembly **(This applies to years 2 to 6 only)**

- Attendance badges are given in Friday assemblies
- Hot Chocolate Friday's
- In the autumn term we have a special ceremony for children who have made the most progress
- In the spring term we have a special Oscar Award Ceremony for pupils who have shown remarkable behaviour. Parents or carers are invited to attend this very special occasion
- In the summer term We have a special ceremony for children who have achieved great things in sport

All teaching staff and non-teaching staff are expected to offer praise and encouragement to pupils and to particularly focus on pupils who need to develop aspects of their character in order they may grow into responsible and caring members of the community. At the same time all staff, regardless of their role, must adhere to the standards set out above and must sanction pupils when necessary. In some cases pupils with SEN will not be expected to follow the class learning contract or policy but in these cases the pupil MUST have an individual learning plan (See SEN above). All staff are required to adhere to the following sanctions for the benefit of the individual and the school as a whole. Failure to do does not help the pupil nor enable others to work in a safe, calm environment where all can meet their potential. Failure to follow the sanctions will result in an individual staff member being offered a support plan in order to develop their behaviour management practice. In these cases the individual's line manager, or school's Leading Practitioner for Learning & Teaching will provide support.

Class teachers are expected to release children a few at a time at break and lunchtimes and monitor transitions through the school.

Sanctions in EYFS & KS1

The Year R and Year 1 units have individual class systems to record during each session/day children who are given a short time out. This is so that across all areas of the unit, inside and out, the adults are able to build up a complete picture of an individual child in that moment/session. Children's names can be removed from the 'time out' area for being 'back on track.' Time outs are short, generally five minutes or less. The child will usually be asked to sit next to the adult who has given the time out or walk hand in hand (outside) with that adult.

Possible causes for time out in YR/Y1:

- Not listening/following instructions
- Rough play
- Damage to property
- Unkindness/aggression

Sanctions in KS2

A traffic light system for behaviour will be displayed in all classes. This will relate to the Rewards and Consequences display also in every classroom. All children will start the day in the Green section. Names can be moved for poor behaviour choices from Green > Yellow > Amber > Red:

GREEN

Behaviour

- Working as directed
- Showing kindness and respect to others
- Working well within a team
- Completing work to a high standard
- Putting good manners into practice
- Showing good progress
- Supporting others
- Effort with something that is difficult
- High quality reflection

Actioned by

- Any adult working at our school

Consequence

- Dojo points / House points
- Golden Time reward
- Positive specific praise will be given
- Certificates to take home
- Letters posted home
- End of term Special Reward

YELLOW

Behaviour

- Failure to respond to a 'personal warning'
- Disruptive behaviour
- Not following instructions
- Constantly out of seat
- Disrespectful / inappropriate behaviour
- Shouting out / silly noises
- Avoiding work
- Misuse of equipment / throwing items

Actioned by

- Any adult working at our school

Consequence

- Move to 'Time Out' (in class)
- Miss part/all of breaktime in class with year group teacher or teaching assistant

AMBER

Behaviour

- Escalation of YELLOW Stage behaviour
- Ignoring adults directions
- Arguing / answering back
- Rudeness
- Leaving the room without permission
- Swearing / spitting

Actioned by

- Any adult working at our school

Recorded Consequence

- Incident recorded on SIMS - Recorded behaviour incidents posted home half termly
- Lunchtime Supervision for 20 minutes - escorted by class teacher or teaching assistant

RED

Behaviour - Serious incident

- Escalation of AMBER Stage behaviour
- Bullying
- Fighting
- Physical aggression / harm
- Verbal abuse
- Destruction or theft of property
- Directed racism / homophobic comments / sexualised behaviour (will result in instant Isolation)

Actioned by

- Senior staff
- Behaviour Team

Recorded Consequence

- Incident recorded on SIMS by actioning staff
- Removal from class
- Isolation at discretion of Senior Staff / Behaviour Team
- Parents/carers informed
- Daily Report for 1 week

- 1) A child placed in the Yellow, Amber or Red can return to Green if their behaviour improves, however the consequence will still be recorded and will need to be completed
- 2) The Behaviour Team will be called to remove a child from class if a child escalates their behaviour to Red and are a risk to themselves or others or is significantly disrupting learning
- 3) At the end of the day all pupils whose names haven't been moved will receive 5 dojo points or 2 house points for making an effort to behave well
 - Pupils are NEVER to be left in a corridor for poor behaviour choices

- Pupils should not work in corridors without supervision
- Pupils who need to use the toilet must have a green card

In addition the following supervisions are available to staff who must log the incidents on SIMS.

Break time supervisions are 'quick recorded' on SIMS. The year group will create a rota whereby a year group staff member will keep children back for 5 minutes, inviting them to reflect on why they are there and what alternative choices were available to them or catch up on any missed work in a 'Time Out'.

Lunch time supervisions must be logged on SIMS and last 20 minutes. The assigned staff member must escort pupils to the Lunch Supervision room and ensure they are behaving sensibly before leaving them.

Children displaying severe behaviours (outlined in the RED Rewards and Consequences display) will be removed from class and may incur an Isolation or be required to work in another area supervised by a member of staff. The Behaviour Team are on-call for immediate Emergency Behaviour Response - details are displayed in all classes by the phone.

Isolation is offered as an opportunity to reflect on significantly poor behaviour choices. Isolation will last for the duration of one whole school day for serious incidents and will be actioned and recorded on SIMS by the Behaviour Team or Senior Staff. Pupils should be provided with suitable work by the class teacher for the whole day, that does not require support from the staff member supervising pupils in isolation. All work must be completed, including the self reflection template. All work should be returned to the class teacher. Parents must be informed why the pupil attended isolation, and the outcome of this, by the class teacher. Failure to comply with the terms of the isolation will result in a formal meeting with parents/carers, Senior Staff and the Behaviour Team to rectify inappropriate behaviour choices.

Post Isolation: The child will be on a Daily Report for the following 5 school days. A card will be issued and behaviour will be monitored by the Teacher and the Behaviour Team. If a child is in Isolation or on Daily Report, they will be excluded for any after-school clubs for the duration of the Daily Report.

Occasionally it may be necessary for a child to attend after-school detention.

- This is given if a child is likely to be given a fixed-term exclusion of three days and should be seen as a last resort before this serious course of action is pursued
- A detention can only be requested by the head teacher
- 24 hours' notice will be given to the parent/carer
- The detained child will remain in school after 3.15 and be given the opportunity to go to the toilet and have a drink of water, prior to the start of the detention
- The detention will start at 3.30 and take place in the Isolation room. Children in key stage 2 (years 3 to 6) will be detained for 1 hour
- The child will be accompanied by a member of staff for the duration of the detention
- The child will be dismissed via the school office at 4:30pm and must be collected by an adult

In the highly unlikely event of behaviour being so severe that it warrants an exclusion then every effort will be paid to ensure a successful reintegration of the child and offers of support given to the family which might include Early Help, FSP, referral to an educational psychologist, class move, external behaviour support, contact made with Newberry clinic., counselling and nurture support. In order to prevent any further escalation of incidents and to fulfil the Christian values of forgiveness and to be

able to repair and restore relationships .

They are offered for the following reasons:

Break time supervision (in class)	Lunch time supervision (in F3)	Removal from class /Isolation*
<ul style="list-style-type: none">•Failure to respond to a 'personal warning'•Disruptive behaviour•Not following instructions•Constantly out of seat•Disrespectful / inappropriate behaviour•Shouting out / silly noises•Avoiding work•Misuse of equipment / throwing items•Uniform infringements	<ul style="list-style-type: none">•Escalation of YELLOW Stage behaviour•Ignoring adults directions•Arguing / answering back•Rudeness•Leaving the room without permission•Swearing / spitting	<ul style="list-style-type: none">•Escalation of AMBER Stage behaviour•Bullying•Fighting•Physical aggression / harm•Verbal abuse•Destruction or theft of property•Directed racism# / homophobic comments / sexualised behaviour (will result in instant Isolation)

*Isolation will only be granted following a decision made by the Head Teacher, Deputy Head Teacher and the Behaviour Team

See Racist Incident Policy

Name Date: May 2018

Signature

(On behalf of the Governing Body)

Headteacher..... Date

Next review date: May 2019
