



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.

We are a Pivotal School. We believe when adults change everything changes.

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.

- 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 does this mean for our pupils?

- 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

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 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 through our Priory Citizens. 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 Mundesley

At all times we believe that positive reinforcement is the best way to achieve good behaviour. This is in line with the **Pivotal approach**.

Our Routines

1. Hands up for Silence
2. Legendary Line-ups
3. Meet and Greet
4. Wonderful Walking

Our Rules

Ready
Respectful
Safe

When We Go 'Over and Above'

1. We give genuine praise
2. We acknowledge on our 'Recognition Board'
3. We have Wonderful Work Wednesday and send a post card home
4. We have Fizzy Friday/Hot Chocolate Friday

We also share positive comments with parents/carers on 'Class Dojo', in person or in a phone call home

We Will ...

Praise in Public
Remind in Private

We are ...

We are calm
We have routines
We think about what we say
We notice the BEST
We repair relationships



St Nicholas Priory C.E.V.A School



The Priory Way – "We Serve and Love Each Other"

Our In-Class Steps

1. Reminder 'Drive by'
2. Warning (*allow 2 mins take up time*)
3. Last Chance
4. Appropriate consequence
5. Repair (*2 min conversation or a restorative 10 min conversation later – during lunch break or end*)

Our Phrases

"I've noticed that"
"This is the 3rd time I've spoken to you about"
"Remember our rules about Ready Respectful Safe"
"Can I remind you about ..." *previous good behaviour*
"I need to speak to you at" *today*" (*2 min conversation*)
"Thanks for listening"
"Thanks for Wonderful Walking"

We manage moments

"I understand that you but our rules at Priory are ready, respectful and safe".

"Be that as it may, but my expectations are"

We Rebuild and Repair

1. What happened?
2. What were you thinking?
3. How did this make people feel?
4. Who else has been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

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 and risk assessment 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. All behaviour is communication. Our staff have accessed appropriate training to support the management of behaviour. For example staff have had training in the Pivotal Approach and Norfolk Steps.

Rewards

There are times when we feel it is appropriate to 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) Accelerated Reading – each term
 - 9) 25, 50, 75, 100, 200 and 300 dojo point badges **(n.b. , we no longer offer House Points)**
- Dojo Point badges, Achievement badges and certificates are awarded in either Friday assemblies, collective worship, or in Year Group assemblies
- Hot Chocolate Friday's
- Wonderful Work Wednesday
- 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 Olympians ceremony for children who have achieved great things in sport. We also have our 2nd special Oscar Award Ceremony of the year for pupils who have shown remarkable behaviour. Parents or carers are invited to attend this very special occasion

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

In KS2, the behaviour team and staff strive to ensure sanctions, wherever possible, are a consequence for the unwanted behaviours. It is important that children are able to learn from poor behaviour choices. We believe poor behaviour choices should not be punished, but used as an opportunity for children to learn from mistakes. The behaviour team use: restorative justice to help children in conflict, seek parental support when necessary, use social stories or an appropriate consequence wherever possible to help children learn from a poor behaviour choices (e.g. if a child is rude to another child or adult, then a letter of apology is an appropriate consequence. If a child refuses to do the set work when support or help has been offered, then the work will be sent home. A child involved in rough play or fighting at break or lunch play will miss the next break or lunch play and undertake social story work or do restorative justice, depending on the situation).

Severe behaviour

In the unlikely event of behaviour being so severe that it warrants an exclusion, a child can be given a fixed-term exclusion. However, this should be seen as a last resort.

Every effort will be paid to ensure the successful reintegration of the child and offers of support will be given to the family which might include Early Help, FSP, a referral to an educational psychologist, a 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.

Name **Date:** March 2020

Signature

(On behalf of the Governing Body)

Head teacher..... **Date**

Next review date: March 2021