ST NICHOLAS PRIMARY SCHOOL

Behaviour Policy
Last reviewed Spring 2018

This policy should be read in conjunction with the following documents:

Governors' Statement of Behaviour Principles, Anti-Bullying Policy, Child Protection & Safeguarding Policy & Procedures, Home-School Contract

Reviewed by: Mrs C Skipper , September 2017

Approved by the Headteacher and Dr J Bennett (Governors) Autumn Term 2017 (noted at the full governing body meeting 30 November 2017.

Changes approved at the LGB (F & P) on 12 March 2018 – minute 224 i)

Date of Next Review: Spring 2019

ST NICHOLAS PRIMARY SCHOOL

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BEHAVIOUR POLICY

1. Introduction

This document is a statement of the aims, objectives and strategies for promoting good behaviour at St. Nicholas Primary School.

DfE guidelines - Behaviour & discipline in school - January 2016 - Paragraph 10:
"It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the Head should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour."

Ten Key aspects of School Practice
- A consistent approach to behaviour;
- Strong school leadership;
- Classroom management;
- Rewards & sanctions;
- Behaviour strategies & the teaching of good behaviour;
- Staff development & support;
- Pupil support systems;
- Liaison with parent & other agencies;
- Managing pupil transition; and
- Organisation & facilities

2. Aims:

- To give a sense of value, worth and mutual respect to all pupils and staff.
- To raise the self-esteem and thus the expectations and performance of all pupils and staff.
- To provide a secure and safe environment.
- To provide an atmosphere in which pupils and staff can work to their full potential without disruption or threat and one in which everybody knows exactly what is expected of them and what they can expect from others.
- To create an environment in which good behaviour is encouraged,
- To create an environment in which it is conducive and supportive of effective learning and enables individuals to thrive.
- To enable children increasingly to take responsibility for their own actions and to begin to recognise the outcomes of acceptable and unacceptable behaviour in terms of both the school as a society, and the wider society in which they live.
- To create a system which is simple, easy to use, flexible and effective, is understandable by the youngest pupil and yet appropriate to the oldest.

3. Objectives

- To closely involve parents in reinforcing acceptable behaviour and industry by informing them at all stages.
- To provide consistent structured methods of rewarding acceptable behaviour and industry.
- To provide consistent and structured methods of dealing with what is unacceptable.
- To provide a mutually agreed whole school code of conduct (acceptable behaviour).
- To provide mutually agreed classroom codes of conduct (acceptable behaviour) tailored to suit individual teachers, classes and age groups.
- To provide a simple system which is created and accepted by the pupils, with help from the teachers, therefore giving ownership to those involved.

4. Agreed System

It has been agreed that the school will follow the positive Traffic Light System, (see section 10)

4a. Behaviour Coordinator (Mrs D Girtchen)

Shares policies and carries out audits to ensure the behaviour policy is embedded in procedures and systems to ensure all areas of behaviour is at least good and better. Children who need time out are sent to the BC. Evaluates incidents of behaviour incidents on CPOMs. Promotes good behaviour as a role model, delivers assemblies, staff training and has created and implemented the house system to celebrate behaviour.

4b. SLT

Supports the Behaviour Coordinator in all areas of the policy. Act as role models for high levels of respect for others and outstanding behaviours. Supports staff and children with behaviour.

5. Teaching Staff

In order to achieve our aims it is essential that all newly appointed staff undertake training with the deputy head regarding the behaviour policy and how to implement it.

6. Senior Achievement Support Officers/ Achievement Support assistants

SASOs and ASAs support the children at lunchtimes. The SASOs escort our children in and out of the building both at the beginning and ends of lunch time. The ASAs play and develop learning in social and emotional and communication skills at lunchtimes. All are given training and support on a rolling programme.

7. Senior Lunchtime Supervisor and Lunchtime Assistant

Our Senior Lunchtime Supervisor and Lunchtime Assistant are given training and support the whole school system.

8. Admin Staff

Our Admin Staff understand the Behaviour system and are updated with any changes to the policy. They support the Behaviour Coordinator by preparing letters, documents etc. to place on the website and/or send to parents and outside agencies etc.

9. Parents

Parents need to understand the system and therefore it is explained to them at meetings for new pupil intakes at the beginning of each term. Parents of pupils who enter mid-term have the system explained to them before the pupils start school. This policy is published on the school website and links to the home school agreement.

10 Pupils

Pupils need to understand the system and have constant reminders. At the beginning of each half term, assembly time is used to reinforce the positive message of the traffic light system, the reward structure in place for good work and good behaviour and the consequences of unacceptable behaviour. Pupils who enter mid-term have the system explained to them before they start school. Each class or group has the classroom system explained to them at the beginning of the school year and they mutually decide a set of three or four rules for their area which they think will assist in making the learning process more effective. Thus the pupils have ownership of the rules and therefore they are more effective.

Experience has shown that we can be extremely successful if we lean heavily towards the reward structure.

11. Traffic Light System

The traffic light system rewards industry and good behaviour. The system needs to be flexible enough to cater for the needs of the individual, recognise small achievements and yet provide motivation for a whole class or year group, as children become older. It also needs to be accepted by the youngest and oldest child regardless of academic ability.

Reward System
The following system of rewards has been found to be highly successful having come as a result of trials and has been accepted by staff, parents and pupils:
a) All pupils:

- Weekly Golden Assemblies in which certain pupils receive a certificate stating the reason for its presentation, they then have their photo taken and it is put on the Golden board in the hall.
- At each Golden Assembly golden tickets are counted for the classes lining up- a reward of golden time is given to the winning class.

- Individuals mentioned in assembly (bravery, honesty, special accomplishment etc.). In special circumstances parents are informed.
- Stickers and other rewards given throughout each day.
- Golden table – children are chosen by the Senior Supervisor, Lunchtime Assistant and Achievement Support Assistants for good manners, playing nicely etc. to sit on the golden table on the stage with a member of staff.

b) For younger pupils:

- praise
- stamp on work book
- star of the day (certificate, sticker)
- star of the week (prize out of the prize tin, certificate and sticker)
- badge/sticker for work book (co-ordinator or other staff)
- badge/sticker for work book (deputy head or head)
- as above sticker or badge to wear
- small certificate home
- letter home
- large certificate
- best pupil assembly certificate
- mention/certificate in main assembly
- tangible reward from head (special pencil, rubber, chocolate)
- top table and team points (certificate and sticker)

c) For older pupils the teacher and the class may decide to tailor the system of rewards:

- other mutually agreed and appropriate targets or rewards
- star of the day (certificate, sticker)
- star of the week (prize out of the prize tin, certificate and sticker)

12.Traffic Light System Stages

All children are encouraged and praised for displaying Green Behaviour. They are reminded about Green Behaviour being accepted as the norm. There are 3 levels of the Traffic Light Stages; Green, Amber and Red.

FS2 has a simplified version of the Traffic Light system which has Green and Red. At the moment this year group is trialling a third stage of the Traffic Light System: this stage is identified as Golden Behaviour. This is to recognise those children who are consistently displaying Green Behaviour and who have shown extra caring, good manners, resilience, excellent attitudes to learning.

Unacceptable behaviour is swiftly addressed via a system of recognised sanctions thus:

- Obviating the need for adults and pupils to enter a dialogue.
- Reducing wasted lesson time.

- Reducing time when the teacher's attention is diverted from the task of teaching.
- Involving parents early so they can assist the response.
- In the initial stages giving pupils a fresh start every morning or afternoon session .
- Making children increasingly responsible for their own actions
- Protecting those who want to work from disruptive influences

The following system of sanctions has been found to be highly successful having come as a result of trials and has been accepted by staff, parents and pupils.
Every child starts the day in green.

First unacceptable behaviour / work
- Children get one warning
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Second unacceptable behaviour/ work
- Put into amber
- Consequence - / FS2 -
    - KS1 - loss of 2 mins of their playtime
    - KS2 – loss of 5 mins of their playtime

This must take place with the class teacher in their own classroom.

Third unacceptable behaviour / work
- Put into red.
- Consequence – loss of whole playtime

This will take place in a time out place – the hall.

This behaviour must be recorded on CPoms online and appropriate members of staff must be tagged in it.
CPoms is the school's electronic system for recording all incidents linked to behaviour, Child Protection and Safeguarding. This enables the school to access and share records at the appropriate level of responsibility. All staff are trained in the use of CPoms and this will continue as and when needed.

Further unacceptable behaviour/work:
- The child is removed from the class, in the first instance to a senior member of staff, in the second to the head or in his/her absence to the next senior member of staff.
- The senior member of staff is informed.
- Parents are informed at the earliest opportunity and invited to school to discuss the problem to arrive at a mutually satisfactory solution.
- **This behaviour must be recorded on CPoms online and appropriate members of staff must be tagged in it.**

In circumstances where serious misbehaviour or dangerous conduct occurs the teacher may use his/her discretion to accelerate the process, implementing more significant consequences sooner..

When individual pupils continually abuse the above system, or in circumstances which are agreed with the parent, the following monitoring procedures are put into place:

The teacher discusses with the behaviour co-ordinator or other senior member of staff the reasons for unacceptable work or circumstances of bad behaviour. These staff will discuss whether levels of differentiation and/or expectations are appropriate and decide action as follows:

a) Informal monitoring (internal):
- Certain targets for behaviour and rewards are agreed.
- Teachers meet on a regular basis to monitor progress.
- If successful. School gives agreed reward, monitoring is discontinued after agreed period of acceptable behaviour.

b) Informal monitoring (external):
This is used when a) is ineffective.
- As a) with parental involvement
- Parent(s) calls to see teacher and/or telephones on a regular basis to monitor progress. **These telephone calls must be recorded on CPoms**
- Parents involved in longer term rewards

c) Formal monitoring:
   a. If the child has been put into red this must be **recorded on CPoms.** If the child is on CPoms 3 times in a half term their parents must be rung and a meeting arranged with the class teacher, the parents and relevant phase leader. **This meeting must be recorded on the parent meeting form and parents and staff present must sign this. The outcome must be recorded on CPoms**
   b. Y6, 5, 4 and 3 – with Chris Posnett
   c. Y2, 1 and FS2 – with Helen Johnson

d) Formal monitoring (2):
   This is used when c) is ineffective.
- As c) with Deputy Head Teacher/ Head Teacher involvement on a daily/weekly basis.

e) Involvement of external agencies:
This is used when all the above measures have broken down.
- Advice may be sought from one or a number of agencies. *1

f) Temporary exclusion:

- This is used when the above procedures have been ineffective or when it is considered the pupil and/or parents need a breathing space, a period of reflection or to benefit the other pupils when their education is being disrupted.

- Any assault on a member of staff results in parents/carers being informed and requested to collect their child immediately. Further action will then be discussed.

g) Permanent exclusion: (A last resort)

- For serious assault, repeated theft, repeated/serious bullying, vandalism/attempted vandalism
- When relationships have broken down to the extent that the pupil repeatedly, on a number of occasions, refuses to do as asked by staff.
- When the education of others is constantly disrupted.
- When it is felt that the presence of the pupil on the premises poses a threat to themselves or to others.
- When it is felt that the presence of the pupil on the premises causes other pupils to feel intimidated.

It is extremely important that targets are realistic, that rewards, whilst tangible are affordable on a reasonably long term basis and that children are gradually weaned off the special measures involved.

*1 Other agencies include SENSS. Educational Psychology Service, various School Medical Services, Child and Family Unit, Social Services, Pupil Referral Unit, Area Education Office, FASU, Special Schools/Units etc.

13. Physical Intervention by Staff (See physical handling policy)

At St Nicholas we view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.
Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves); or
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.
- restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

Relevant staff are trained in Positive Handling techniques by appropriate external agency and update this training on a regular basis.

14. Serious Misbehaviour

a) When pupils are long term, low key disruptors, display serious unacceptable behaviour or disaffected. Then the behaviour is monitored on CPoms and/or Behaviour Star Charts.

Where behaviour incidents are recorded on paper or note books they must be recorded on CPoms as early as possible. It is to be used by all staff to record instances of serious disruptive or disaffected behaviour. The only exception is when a letter, detailing the behaviour, is sent to parents. By keeping records of serious misbehaviour we can show external agencies of our need for their intervention, look for patterns of misbehaviour in order to assist the pupil to improve, focus on the specific type of behaviour displayed and build a database which external agencies can use to assist the pupil.

In cases of serious misconduct the following strategies are used, in conjunction with strategies from a) to g) (detailed on Page 7 and 8)

Bullying   Head is informed, he/she informs parents as soon as possible.
Theft   Head is informed, he/she informs parents as soon as possible, in serious cases the pupil is excluded.

Other serious misconduct. As above (i.e. vandalism, serious untruths)

Assaults on staff   As above. Permanent exclusion is an option which will be discussed. Any subsequent assault will be reported to Governors.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff
If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head teacher will consider the appropriate disciplinary action against the pupil who made it.

b) **Peer on peer abuse**
At St. Nicholas Primary School, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.
We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.
There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours will never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the school's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)

15. Inappropriate Conduct beyond the School Gates

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupils' misbehaviour outside the school premises 'to such an extent as is reasonable'.

16. Final Note

It is worth recording that the vast majority of pupils at St. Nicholas Primary School are well behaved, polite, considerate and caring children. This whole policy must be in the context of protecting them and allowing them their right to a continuous and progressive education, without threat or disruption. Most will go no further than the initial stage of disciplinary action (going into amber). It is natural for children to test adults to see how far they can go before they get a reaction. We must accept this and treat initial incidents in a light, but firm and effective manner.

It is also worth noting that only one or two pupils in every year will ever reach the monitoring process and those who do will usually respond quickly and positively. This policy also is designed to help those who do not respond, by offering a range of progressive strategies, which will provide immediate help, will involve parents and will assist us in determining the needs of the child, so that we can meet them in a positive way.

17. Statement of Inclusion

Every pupil in this inclusive school will follow the behaviour policy to ensure he/she has the right environment to learn, be safe and free from bullying behaviour. We aim for all children to be well-looked after and safe-guarded. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.

Inclusion