

**ST NICHOLAS  
PRIMARY SCHOOL**



**Positive Behaviour Policy**

**Summer 2019**

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## **1. Introduction**

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

The vast majority of pupils at St. Nicholas Primary School are extremely well behaved, polite, considerate and caring children. This policy is designed to promote outstanding behaviour, rather than merely deter unacceptable behaviour. 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.

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 outstanding behaviour;
- Staff development & support;
- Pupil support systems;
- Liaison with parent & other agencies;
- Managing pupil transition; and
- Organisation & facilities

## **2. Aims**

- For all children to find school a rewarding experience, receiving regular praise and academic achievement.
- 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 where everyone feels happy, safe and secure.
- 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 outstanding 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 enable all members of the school community to feel valued, respected and secure.

- To ensure that each person is treated fairly.
- To have high expectations of children in their standards of behaviour.
- To praise and reward children for outstanding behaviour, manners and work.
- To give children a sense of responsibility and teach them to respect others.
- To provide consistent and structured methods of dealing with what is unacceptable.
- To closely involve parents in reinforcing high standards, behaviour and attitudes to learning.

#### **4. Behaviour Coordinator**

The Behaviour Coordinator is Mrs Leaf. Her role is to:

- Share policies and carry out audits to ensure the behaviour policy is fully embedded in procedures and systems, to ensure all areas of behaviour are outstanding.
- Work with children who need time out and have been sent to the Behaviour Coordinator.
- Evaluate incidents of behaviour incidents on CPOMs.
- Promote and celebrate outstanding behaviour, deliver assemblies and staff training.

#### **5. Staff**

In order to achieve our aims, it is essential that all staff are regularly trained, and informed about this policy.

Newly appointed staff undertake training with the Behaviour Coordinator regarding the behaviour policy and how to implement it.

It is expected that all staff act as role models for the children in terms of good manners and respect, and reinforce a positive approach to behaviour management.

#### **6. Senior Achievement Support Officers/Achievement Support Assistants**

SASOs and ASAs support the children during lessons and at lunchtimes. The SASOs also welcome our children into school at the start of the school by helping in cloakrooms and they escort children in and out of the building both at the beginning and end of lunchtime. The ASAs play and develop learning in social, emotional and communication skills at lunchtimes.

They run sensory circuits at the start of each day and supervise cloakroom areas to ensure a calm and quiet environment.

#### **7. Parents**

Parents need to be familiar with the system and therefore it is explained to them at meetings for new pupil intakes at the beginning of each year. 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's website.

#### **8. Pupils**

Pupils need to understand the system and regularly discuss the expectations. 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.

#### **9. School Rules**

- Ready to learn.
- Ready to listen
- Ready to respect.

Each class has a display of these school rules.

## 10. Rewards System

We reward outstanding behaviour and celebrate it. We believe that this will develop an ethos of kindness, respect and cooperation. Our aim to notice and reward children for doing the right thing – green behaviour.

The following system of rewards is used in school to reward and motivate children to demonstrate outstanding behaviour.

- Weekly golden assemblies in which pupils receive a certificate stating the reason for its presentation, they then have their photo taken and put on the Golden Board in the hall. At these assemblies, there are also mentions for children who have demonstrated our St. Nicholas Values.
- At each daily assembly, house points are given out to reward outstanding behaviour.
- Individuals mentioned in assembly (bravery, honesty, special accomplishment etc.). In special circumstances parents are informed.
- Golden table – children are chosen by the Achievement Support Assistants for good manners, playing nicely etc. to sit on the golden table on a Monday lunchtime.
- Praise
- Class dojos are given out throughout each day.

This is not an exhaustive list and staff may also use a range of other rewards:

- 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);
- Certificate home;
- Letter home;
- Mention/certificate in main assembly;
- Tangible reward from head (special pencil, rubber, chocolate);
- Top table and team points (certificate and sticker);
- Star of the week (certificate, sticker);
- Class dojos are given out throughout each day.

## 11. Traffic Light System Stages

The traffic light system rewards hard work and outstanding 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.

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.

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

First unacceptable behaviour/work

- Children are reminded of green behaviour.

Second unacceptable behaviour/work

- Put into amber
- Consequence - loss of 3 mins of playtime

This takes place in the hall.

As soon as children are showing the expected behaviour, they are placed back in green - this should happen very swiftly.

Third unacceptable behaviour/work

- Put into red.
- Consequence – loss of 10 mins of playtime. This will take place in a time out place – the hall.

Further unacceptable behaviour/work:

- The child is removed from the class, in the first instance to a member of SLT, then the DH and then Executive HT.
- Parents are informed at the earliest opportunity and invited to the 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. 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.

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 procedure are put into place; The teacher discusses with the Behaviour Coordinator or the other senior member of staff the reasons for the unacceptable work or circumstance of bad behaviour. These staff will discuss whether levels of differentiation and/or expectations are appropriate and decided action as follows:

Formal monitoring;

- Led by the Behaviour Coordinator and parents and involves meeting on a weekly basis.
- Advice may be sought from one or a number of agencies, such as the Whitehouse PRU.

Fixed term exclusion:

- This is used when children's behaviour is a serious breach of the Behaviour Policy. It is unsafe to have the child in school, or when the education of other pupils is seriously disrupted due to another child's unacceptable behaviour.
- 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.

Permanent exclusion;

- For serious assault, repeated theft, repeated/serious bullying, vandalism/attempted vandalism
- When the education of others is constantly disrupted.
- When it is felt the presence of the pupil on the premises poses a threat to themselves or to others.
- When it is felt the presence of the pupil on the premises causes other pupils to feel intimidated.

## **12. Physical Intervention by Staff**

The school has a Physical Handling Policy

At St. Nicholas we view physical intervention or restraint of pupils as a last resort, to maintain 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.

When using positive handling techniques, staff must be aware of Section 550A of the Education Act 2013 and guidance issued by the DfE.

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

### **13. 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, recorded and dealt with, in accordance with either the school's Anti-Bully or E-Safety Policies.
- 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.

### **14. 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 and Inspection Act of 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'.

### **15. Monitoring**

The SLT will regularly monitor the effectiveness of this policy. The school keeps a variety of records of incidents of poor behaviour for monitoring purposes. It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that this policy is implemented fairly and consistently.

This policy will be reviewed every 2 years, or sooner if needed.

### **16. 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 the 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. This policy should be read in conjunction with the following documents:

Physical Handling Policy;

Anti-Bullying Policy;

Child Protection Policy;  
Safeguarding Policy & Procedures;  
SEN Policy  
E-Safety Policy  
Teaching and learning Policy  
Equalities Scheme