



Behaviour Policy

At Baydon St Nicholas CE VA Primary School we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to our vision and values of our school as we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-Bullying Policy.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of our Christian values (respect, kindness, perseverance) which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on our self and others
- To encourage a purposeful partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- ✓ A carefully planned curriculum
- ✓ Effective classroom management
- ✓ Adult role-modelling
- ✓ Playtime and lunchtime provision
- ✓ Personalised programmes/ support from outside agencies e.g. WC Behaviour Service.

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure



classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials. Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

Whole School Rules

Everyone is expected to follow these whole school rules:

- We will always show courtesy and consideration towards one another
- We will always try our best and allow others to do the same
- We will show respect by looking after ourselves, others and school property
- We will listen and follow adult instructions

At the start of the school year, classes (according to age) will negotiate and agree a small number of rules as part of a class charter or code of conduct linked to the whole school rules, in order to promote a positive and safe learning environment.

Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to



promote a sense of both individual and corporate responsibility. Praise and positive individual or group recognition

- Class or Headteacher Stickers – either worn by child or attached to work
- Positive recognition to parents at the end of the session/ day
- House points awarded
- Showing work to another adult/ class/ Headteacher
- Certificates (presented in Celebration Worship at the end of each week)

House Point System

All children belong to a house group in which they remain throughout their time at Baydon St Nicholas. House points can be awarded by any member of school staff. Each week the children add their points to a collective score for their house (counted by House Captains) and the winner for the week is announced in Celebration Worship.

Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to redirect and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Headteacher.

The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

Consequences

Stage 1: Verbal reminder of the expected behaviour/ school rules

Choice presented to child – You can choose to or you can choose to

..... If you choose to then ... (consequence)



Stage 2: Time out within classroom

Choice presented to child – You can choose to or you can choose to

..... If you choose to then there will be a further consequence.

Stage 3: Time out outside the classroom or in another class. Miss part of playtime to make up for learning time missed

Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person, by letter or phone call.

Choice presented to child – You can choose to or you can choose to

..... If you choose to then there will be further consequence.

Stage 4: If unacceptable/ disruptive behaviour continues, sent to speak to Headteacher/Deputy Headteacher

Time out working away from class.

Possible use of timetable to monitor behaviour/ individual behaviour

Targets

Extremely unacceptable behaviour will be reported to the Headteacher or Deputy Headteacher. A letter will be sent home or a phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with so it doesn't happen again?

Playtimes and Lunchtimes

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school approach and our Christian values of Respect, Kindness and Perseverance.



Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of house points.

Consequences

At play and lunchtimes there is a three stage hierarchy of corrective interventions and consequences. Most incidents can be sorted out with a little reminder but, if something more serious, the following more formal procedure should be followed.

Stage 1: Expected behaviour reminder

Choice presented to child: 'You can choose to or you can choose to.....'

If you choose to then you will have time out.'

Stage 2: Timeout for 2 minutes – child to stand next to and follow adult or stand by wall.

Choice presented to child: 'You can choose to or you can choose to

If you choose to then you will lose the rest of your play.'

Stage 3: Rest of play lost

If child persists in their behaviour, child will lose the rest of their play and will need to stand by the adult and follow them or stand by the wall. Class teachers must be told at the end of play,

Adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away, sent to the HT or DH and may be excluded from play and lunchtimes for a fixed period.

Once again, adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

Children's Responsibilities

Children are expected to follow the school and classroom rules, showing respect for the rights and needs of all adults and other children in our school community. The school council play an important role in communicating and reviewing aspects of the behaviour policy.



Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We have a Home/School agreement which is signed by pupils and parents which we expect parents to support. If a member of school staff has concerns about a child's behaviour parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, followed by the Headteacher if dissatisfied. If the concern remains please see Complaints Procedure.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action.

Special Educational Needs

We recognise that a small number of children require additional support to follow the school rules. In individual cases a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

Physical Restraint

Should physical restraint be needed it should only be used:

- if every other effort has been made to resolve the issue without resorting to physical techniques;
- the child is at risk or in danger of harming others, or of seriously damaging property; or
- the child is seriously affecting the educational entitlement of other pupils.

Staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment. If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.



Only minimum force necessary to prevent injury or damage should be applied. Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses. As soon as is safe, restraint should be gradually relaxed to allow the child to gain self-control. The incident should be recorded and support provided by the management team for the member of staff. Staff will follow the DfE guidelines on 'The use of reasonable force'.

Fixed Term and Permanent Exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents will be informed as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The Chair of Governors would then set up an Exclusion Hearing Committee.

Recording, Monitoring and Evaluating Behaviour

Serious incidences in school will be recorded in the School's Incident Log. Progress towards individual targets will be recorded on individual behaviour/ education plans when appropriate. The Leadership Team will monitor behaviour and evaluate the impact of this policy, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

Date:	September 2019
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