



Baydon St. Nicholas

Church of England (VA) Primary School

Roots to grow, wings to fly

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 (respect, kindness)
- We will always try our best and allow others to do the same (perseverance)
- We will show respect by looking after ourselves, others and school property (respect)
- We will listen and follow adult instructions (respect)

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
- Positive recognition to child
- 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

We operate a system of corrective interventions working from the least to most intrusive. 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, the child will be directly spoken to about their behaviour with the aim to ensure that this does not continue. Questions would include:

- I have noticed ...
- Do you remember when ... (positive reminder)
- You know our values of

However extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Headteacher. Following an incident of unacceptable behaviour, adults will have a 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 restorative prompt questions, such as:

- What happened?
- What were you thinking at the time?
- How did this make people feel around you?
- What has been affected?
- Is there anything you wish you'd done differently?
- What should we do to put things right?
- How can we do things differently in the future?
- Is there anything I can help you with so it doesn't happen again?

Families would then be informed so that we can work with the family to ensure that the unacceptable behaviour does not become routine.

The emphasis is on the child being re-engaged in the lesson and their learning as soon as possible.

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.

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.

Children's Use of mobile and smart technology

Children's mobile phones, MP3 players, iPads, smart watches which are brought into school must be turned off (not placed on silent) and handed in to the class teacher on arrival at school. They must remain turned off and are stored in the School Office. All visitors are requested to keep their phones on silent. All mobile phone use is to be open to scrutiny and the head teacher is to be able to withdraw or restricted authorisation for use at any time if it is to be deemed necessary.

The School reserves the right to search the content of any mobile or handheld devices on the school premises where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying. For more information on this area please see the

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.

If a member of school staff has concerns about a child's behaviour, parents will be contacted as outlined above. If parents have any concern about the way that their child is acting, they should initially contact the class teacher, followed by the Headteacher.

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. 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:	July 2021
Date of review:	September 2022