



St Nicholas Church of England Primary
School
Behaviour Policy October 2021

At St Nicholas Church of England Primary School, we aim for our pupils to become independent learners, motivated by their natural curiosity about the world in which they live in. We want them to enjoy life and be happy and aim to achieve this through the teaching of our 5 core values:

- ❖ **Friendship**
- ❖ **Respect**
- ❖ **Love**
- ❖ **Forgiveness**
- ❖ **Courage**

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times.

Expectations:

We understand that our pupils' happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At St Nicholas CofE Primary we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At St Nicholas CofE Primary we aim to have a positive caring ethos and provide challenging well-planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

Good Practise.

Deal with situations in a calm, firm manner avoiding confrontation where possible.

- Give frequent praise for good behaviour as well as for good learning.
- 'Ask me what I've done' stickers
- Use of stickers and postcards home to reward and promote good behaviour.
- Random sticker day for children who have shown positive behaviour during that day.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst considering each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

Our approach to positive behaviour.

Praise

We regularly praise the children for following our core values. We use specific verbal praise and silent gestures such as a smile, thumbs up or a nod.

Beads

In each class we have a paper Bead Jar. The children can be awarded beads for positive behaviour in class and good attitudes to learning. This can be up to 4 beads a day. When the class have achieved 25 beads then they receive a 30 minute reward. For 50 beads they receive an hours reward and for 100 have a non uniform day. These beads can not be taken away. At the end of each half term, the class with the highest number of cumulative beads will receive an extra special reward.

Celebration Assembly

Every Friday afternoon, during collective worship, children meet and where their hard work and good behaviour is celebrated.

Two members of the class will receive either the Star of the Week or Positive Behaviour award; we also celebrate a writer, Mathematician, reader and core value star. Children who receive the Star of The Week award will join the SLT for 'Milkshake Friday'. They will also hear the reasons why their teachers are so proud of them and receive a certificate to take home. Their names are also shared in our school newsletter.

During this assembly children are also encouraged talk about what they have done towards their Vine Passport award.

Excellent attendance is also celebrated during this assembly. Classes will receive a certificate with their weekly attendance; these will be displayed on the outside wall of each class and whole school attendance will be displayed in the hall. For further information, please refer to the Attendance policy.

Our approach to negative behaviour

Layers of sanctions

The majority of our children are well behaved, but we must address any negative behaviour issues that occur. Children must be made aware that their behaviour choices may have consequences. There will be rewards for good behaviour but equally there has to be sanctions for poor behaviour.

Class sanctions—warnings

There are 3 levels of sanctions for not making the right choices in class (see appendix 1). The sanctions are as follows:

- Verbal warning – the child is told discreetly what core value or class rule they are not following and issued a verbal warning e.g. ____ you are not following the class rules/ core value of.....and I am therefore issuing you with a verbal warning.
- 1st written warning – child continues to be disruptive; child's name is written in the book and they are discreetly given a warning e.g. ____ you are not following the class rules/ core value of.....and I am therefore issuing you with a 1st warning.

- 2nd written warning – child continues to be disruptive and refuses to engage with learning; child's name is then ticked in the book and they are discreetly given a warning e.g. ____ you are not following the class rules/ core value of.....and I am therefore issuing you with a 2nd warning. This means you will lose 5/10 minutes of your lunch with the class teacher. The behaviour logs are checked weekly by SLT to search for patterns.
- If the behaviour does not change in the afternoon then the teacher will call home after school.

As soon as the children make a positive behaviour choice then they are praised.

Time outs

At certain times it may necessary to give a child time out from their classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class where they will reflect upon their behaviour. No adult should accept more than two children at a time. The children will be given a time card to tell the partner teacher how long they should be in reflection for.

For more serious incidents, children may need to be sent to a member of SLT (who is not in class at that time) or in extreme cases be removed by a senior manager. A child should always be escorted by an adult or responsible child. Parents are informed if their child is isolated for a longer period of time.

Assessments

At this stage the following assessments may take place:

- Pastoral support – children with extreme or 'out of character' behaviours may benefit from support via our SENDCO. Sessions can be organised on a 1:1 or small group to establish the reason behind a particular behaviour. This support may be a one off or a longer period of support might be beneficial. Parents will be informed if this support is required for longer than one session.
- Risk assessment - We put a risk assessment in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day.
- Special Educational Need (SEN) record—Children with serious or repeated behaviour difficulties may need to have a SEP in accordance with the Special Needs Code of Practice and be logged onto the school SEN record system. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to EWMHS through our school nurse. It is at this point that if we deem necessary a referral to Children's Services may be made.

Interventions

Learning outside the class (LOC) - Occasionally we may need to use LOC for a small number of children. This intervention is for children who have severe behavioural, social and emotional needs and who are persistently distracting the learning of other children in the whole class environment. The aim of the LOC intervention is to enable the children to continue to follow the curriculum but to have a more 'flexible' timetable for the day, which allows for more brain breaks or alternative approaches to learning, without distracting the learning of others. Every child within this intervention will be assessed by the SENDCO, who will pinpoint specific learning and developmental needs that need targeting. We always aim to integrate the children back into their class when we feel their targets are being achieved.

On occasions, for a child displaying attention needing behaviours it may be appropriate to use a 'Secret Mission' or Report Card to help the children focus on specific positive behaviours and to clearly indicate the support they receive from the adults around them. If a child is moved to Report Card this will be discussed with parents.

Targeted Sanctions

Exclusion

In serious cases, one of the following sanctions may be necessary:

- Time out at play/lunchtime—This occurs as a sanction when a child has behaved in an unsafe manner during a playtime/ lunchtime. This time spent with staff will encourage them to reflect on their behaviour and how it can be improved
- Lunchtime exclusion—If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time they will be required to spend their lunch in a room with a member of SLT. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
- Fixed term exclusion—At times it may be necessary to exclude a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
- Permanent exclusion—This would only occur when all interventions for support have been exhausted and staff believe that St Nicholas Church of England Primary School is unable to further meet the pupils needs.

Playtime and Lunchtimes

Our Core values apply at all times of the school day, including lunchtime and playtime. However, there are additional rules in place so that all our pupils can be safe and happy.

- When the bell rings children walk calmly to their classrooms.
- Speak quietly in the hall at dinnertime
- Walk quietly down corridors
- No playing in the toilets

If children require "time out" at lunchtime they will be told to sit on the benches in the playground for a specified amount of time, or until they are ready to behave appropriately.

Sanctions at lunchtime

1. Verbal warning and reminder of the core values, highlighting which commitment they are not following.
2. Behaviour is logged in a lunchtime behaviour book.

Any further actions should be managed

If a child continues then SLT will speak to the parents / carers and the child will be asked to be internally excluded at lunchtime for a specified period.

If a serious incident occurs at lunchtime a lunchtime exclusion will be issued immediately by the Head teacher. The length of which will be determined at the discretion of the Head in relation to the incident.

Involving Parents/Carers

When parents / carers are approached it should be to seek their help and support and inform them of any incidents which may cause their child to become distressed or anxious. Involving parents / carers will, in most cases, follow these steps:

- An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
- The parents / carers are asked to come in for a formal meeting with the class teacher or member of the senior management team and a risk assessment or further behaviour support is discussed such as a Report Card.
- To set up positive links, adults in school are encouraged to keep parents/carers informed when their child has behaved well.

Incidents of Bullying and/or other intolerances.

Our school works hard to promote the celebration of diversity and equal opportunities and support children to stand up against bullying and any forms of intolerance through our core values. At St Nicholas School we promote the STOP strategy (see appendix 1)

Any form of homophobic, transphobic or racial harassment and abuse will not be tolerated at our school. All incidents will be treated seriously, investigated, dealt with and logged by the Headteacher in the 'Racial Incident Log' or 'Homophobic Incident Log'. 'One-off' incidents or racist or homophobic behaviour will be dealt with in a way which is sensitive to the victim, acknowledging the harm and injustice done, but which also ensures that the offender understands the seriousness of the offence he or she has caused. The offender will be given every opportunity to try to repair the relationship with the victim wherever possible. Parents or carers of both the victim and the offender will be informed. Parents/ carers of the offender will be involved in actions taken to modify the child's future behaviour and attitudes.

Attitudes of respect and tolerance for others will be constantly reinforced throughout all areas of the curriculum.

Anti-Bullying Bullying is a problem from which all schools suffer to some extent and our school is no exception to this. Bullying is dealt with in the school's Anti-Bullying Policy.

Use of Physical Restraint- In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (no more force than is needed), in order to avert danger by preventing or deflecting a child's action, or by removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (standing between pupils), or restraint (physically holding in order to bring a pupil under control). We agree that the use of force is only lawful if its use is reasonable, proportionate, necessary, and where no more force than is necessary is used. Any incident of physical restraint must be reported to SLT and recorded.

Behaviour Logs

A robust system called CPOMS is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. Regular reports are taken to governor's meetings regarding incidents of unacceptable behaviour. Behaviour can also be logged in the behaviour Logs.

Serious incidents

On the rare occasion that a situation becomes unmanageable in the classroom, the 'Wish you were here' card will be sent to the office. This alerts all members of staff and those in a position to respond acknowledge this and do so immediately.

Physical contact

At St Nicholas Primary School, we promote positive and appropriate physical contact, to enable our staff to deliver a nurturing environment, to ensure that children thrive. There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (appropriate to their age and individual specific needs identified through a risk assessment);
- to direct a child or young person; • for curricular reasons (for example in PE, Music, Drama etc);
- in an emergency, to avert danger to the child or young person or others; (see Understanding and Supporting behaviour – Safe Practice in schools; Aug 2020)

Use of Reasonable Force

As an education provision we have, under the DfE guidance, the statutory power to use reasonable force. The term "reasonable force" covers the broad range of actions used by most teachers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/physical prompts, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Under some circumstances, and as a last resort a pupil maybe restrained to prevent them committing any offence, injuring themselves or others, damaging property or to maintain the good order and discipline in the classroom (DfE guidance). The Head Teacher will be informed immediately, or in their absence a member of the senior management team. A report of the incident will be recorded. A physical restraint form will be completed.

Reasonable force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for children with SEND and vulnerabilities.

What happens if a pupil complains when force is used on them? All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent an injury, damage to property or disorder and was a last resort. This will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true- it is not for the member of staff to show he/she acted reasonably. Suspension will not be an automatic response when a member of staff has been accused of using excessive

force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person must not be suspended automatically, or without careful thought. School will consider carefully whether the circumstances of the case warrant a person being suspended until allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Local Schools Board should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action. As employers, schools, local authorities and academy trusts have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Appendix 1.



STOP Strategy

St Nicholas children
believe bullying is...

Several Times On Purpose
and that they need to
Start Telling Other People.

STOP strategy used by St Nicholas Children.

Tell the person(s) who is troubling you to **STOP**

- 'I don't like what you are doing.'
- 'I want you to **STOP**.'

Warn them that if they do not stop – you will tell
an adult.

If they fail to **STOP**, or you cannot do step 1 or 2, go on to step 3.

Tell an adult **immediately**.

Remember to **STOP** – **S**tart **T**elling **O**ther **P**eople.