

**St. Nicholas Church of England Primary School, Henstridge**  
**Policy for the Management of Behaviour & Attitude for Learning.**



**All behaviour is communication - so ask yourself the question:**

**What is this child wanting to tell me?**



St. Nicholas School endeavours to foster an excellent environment for teaching and learning. Such an environment must be SAFE, ORDERED and SECURE, providing opportunity for every child to grow, through a Christian ethos, to achieve their very best in all areas. We actively teach and talk about positive behaviour, encouraging consideration for the feelings and needs of others. We believe that rules and agreements should be implemented fairly, explained clearly and explicitly whilst being applied consistently in order to encourage and ensure good behaviour with respect for all.

Everyone involved in the life of our school is expected to:

- Show consideration and respect for themselves and for others
- Take responsibility for their own actions
- Consider the consequences, for themselves and others, of their actions
- Give and receive instructions clearly and respectfully
- Speak thoughtfully and politely to all
- Follow appropriate channels when problems arise - teacher using incident logs when necessary
- Seek positive, peaceful, non-violent, non-abusive solutions for the benefit of all

The following are products of good behaviour

- People behaving in a calm, orderly manner
- Confident, secure, happy children and adults
- Everyone in the school community enjoying each others' company
- Children making progress in their learning
- People taking real pride in the whole school environment
- People enjoying themselves, but never to someone else's detriment or cost

We expect high standards of behaviour from all members of our school community, comprising: Children, Teachers, Administration and Support Staff, Lunchtime Supervisors, Caretaking and Cleaning Staff, Parents, Governors, Visitors to the school.

**Encouraging Acceptable and Excellent Behaviour**

Good behaviour and the promotion of Christian values amongst the school community is crucial if an excellent teaching and learning environment is to be developed and maintained so that every child can learn effectively and achieve their full potential. It also ensures teachers devote their time to teaching whilst allowing all members of the school community to serve the school to the best of their ability.

**Each class teacher must display their agreed classroom rules in a clear, prominent and 'eye-catching' position so that children, and all adults working/visiting in the room, know exactly what to expect. The class code of conduct must have a clear, obvious heading.**

**Good behaviour does not just happen, it is learnt and therefore needs to be actively encouraged, taught and modelled, explicitly and implicitly, by the adults caring for our children.**

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In order to encourage high standards of behaviour all school community members must be committed to acknowledging good behaviour in all children and praising them for it. Progress in learning, positive attitudes, thoughtfulness and high standards of behaviour are appropriately rewarded.

Rewards may be in the form of:

- A positive comment
- An encouraging remark or comment on a piece of work
- Kindness tree leaf for pupils choosing to be kind without any adult direction
- A sticker or dojo (end of year Prize Day cups, trophies and shields.)
- The opportunity to show or tell other adults associated with the school about particular successes - this also includes telling parents at the end of the school day.
- A postcard which is signed by the teacher and Head teacher and posted home as a surprise.
- A visit to the Head teacher and other class teachers.

### **Parents**

The school informs parents of their children's good behaviour and values parental input and support for positive behaviour very highly.

**Verbal Feedback** Staff will give verbal feedback to both pupils and parents/guardians.

**Celebration of Learning, Collective Worship** - held regularly. Children share their achievements publicly with parents, staff, governors and friends of the school who are all invited to congratulate them and celebrate their success. All adults involved with the children can nominate them for an appropriate reward, e.g. Kindness tree leaf, dojos, golden time on Fridays, visit to another class, visit to Head for entry in to the Head's 'Party in the Park' log book.

The 'nurture' philosophy we have adopted at St Nicholas Church of England Primary School ensures children have acceptable behaviours modelled to them. Clear structure and visual timetables ensure the children are secure in the running of their day so anxiousness is diminished. Vocabulary is broadened and rules and structure dictate what behaviours are expected of them to meet the relevant situation.

There is an emphasis on children learning to take responsibility for their actions and realising owning up to a negative action is better than covering up.

Children are also encouraged to discuss the issue that has arisen with their class teacher and also with each other in a controlled manner to allow understanding of the reasons and an acknowledgment of how to move on from the situation. This will be carried out by an adult or an older pupil depending on the circumstances.

### **Home/School Agreements**

Children are involved in the drawing up, collective agreement of, implementation, evaluation and review of the Home/School Agreements.

These Agreements are designed to

- Make expectations **explicit** to all members of the school community
- Be clearly displayed as a prompt to good behaviour
- Provide a point of reference for discussion when behaviour falls outside the agreed and accepted boundaries
- Consider pupil opinions and suggestions in developing and securing excellent behaviour throughout the school

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*Policy Review Date: Spring 2019*

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**Completing homework**

All pupils are expected to hand in their homework to support their daily learning in school. The following steps are followed if home is not handed in on time:

1. A verbal request by the class teacher to the pupil to have it in on the following school day.
2. The class teacher will talk to the parent to encourage it to be handed in the following day. (This is the 2<sup>nd</sup> request)
3. Failing the 2 steps above, the class teacher will pass this on to the Head teacher who will then text the parent.
4. If, after 3 attempts, no homework is submitted the parent will be invited to a meeting with the class teacher and the Head.
5. Non readers - if the child continues not to read at home, and the class teacher has spoken to the parent on 2 occasions, then **the class teacher must arrange for extra 1:1 reading sessions with the pupil during the school day. This is part of our 'gap plugging' philosophy.**

**Discouraging Behaviour we do not want and will not accept**

While being committed to doing all we can to promote, teach and ensure good behaviour there needs to be a process for dealing with unacceptable behaviour which is understood and adhered to by all.

Our staged process to dealing with poor behaviour is based on the premise that good behaviour is learnt and should be modelled by the adults caring for our children.

\*The electronic recording of any child to note their behaviour must be previously agreed with the Head teacher or SENCO and the class teacher. Recordings must not be done to provoke or antagonise a child. If a member of staff sees that the child is upset/agitated by the recording, then this recording session must stop immediately and the child reassured in a calm, caring manner. Parents must be informed that the recording has taken place and it is best practice for the class teacher to inform the parent on the day of the recording. Parents can see the recording for observation purpose only.

When a child behaves unacceptably their poor behaviour is identified clearly and the child given the opportunity to correct it. **The bottom line is "That behaviour is unacceptable in our school".**

Should the initial checking of unacceptable behaviour prove to be ineffective then the following sanctions come in: Yellow - Orange - Red Stages.

**YELLOW LEVEL**

1. Non verbal and verbal warnings - **written records will be logged** by witnessing adult and shared verbally with class teacher. The class teacher will then share this with the Head.
2. Removal from the group in the class and sent to work in a different area of the class. \* Re-entry to class must be with a pupil apology. (Written or verbal - at the class teacher's discretion.) This removal is AFTER a non-verbal, then a verbal and, finally, name on the board.

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**ORANGE LEVEL**

3. Removal to a different class in the school to complete the work set. (Key Stage to Key Stage exclusion)
4. If 2 class exclusions to another teacher occur, then the child must be brought to the Head teacher. This meeting will reinforce the message of considering your own actions and consequences and the Head will repeat the teacher's message of reminding the child what acceptable behaviour is; he/she will be encouraged to apologise or make amends where appropriate and to comply with acceptable forms of behaviour. Reminder = YOYOB: you own your own behaviour and that you are in charge of your own actions. Should poor behaviour persist, or if improvement is not evident, the Head will be informed again and parents will be informed.

5. When offensive or aggressive language is used, pupils will be given a warning for first time offence and then after this, if it reoccurs, parents will be informed by letter and a record of these and other unacceptable acts of behaviour will be logged.
6. Continued unacceptable behaviour will result in parents being invited to discuss the situation with the class teacher and/or Headteacher. A specific behaviour target may be given and appropriate steps put in place to monitor progress against the target. Outside agencies would be involved if appropriate. The SENCO will liaise with the class teacher to ensure action points from any external reports are in place and are being monitored, at least, each half term. The class teacher will monitor the IMPACT of provision.
7. Staged letter approach from Headteacher - 3<sup>rd</sup> formal letter = temporary exclusion.
8. When all other avenues have failed, or where the physical safety of others is at risk over a period of time (at the discretion of the Headteacher), a temporary exclusion will result along with further meetings between parents, teachers and appropriate agencies. A risk assessment will have been completed at this stage and all staff will have read it.
9. The final sanction is permanent exclusion, with the involvement of the Governing Body following LEA guidelines and procedures

The following are **serious incidents** and if they occur for the first time, the pupil will receive a warning. If there is a second time of any of the below (all being deliberate actions - no accidents), written logs will be completed by the class teacher/witnessing adult and the behaviour letter sent out to parents/guardian by the Head.

Stealing, swearing, spitting, any kind of physical rough play (pushing, pulling, poking, kicking, nudging, tripping up, head butting/locks - **any** physical contact which could hurt another pupil/adult ), persistent taunting, rude signs (written or with fingers etc), persistent non-compliance to staff requests or persistent refusal to come in to class/move to another area. Note \* **Any reported physical marks will be checked by the reporting adult as early as possible.\***

**In the event of the consideration or implementation of any exclusion prior advice will be sought immediately from the LA to ensure any/all actions are in line with current legislation. At every stage**

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parents will be fully informed and involved, and any rights to appeal by them clearly stated by the school. Parents will be informed by the school of the procedures followed in taking any action towards exclusion. The Head and Governing Body will always act in line with LA procedure.

In order for the behaviour policy to be effective parental support is vital. Teachers will make every effort to talk to parents about their children's behaviour, and will often ask if they notice any changes in behaviour to explore any reasons why this may be happening, (e.g. illness, lack of sleep, any distress), and to seek parental opinions and support. Teachers will not normally report every slip or mistake that is truly just a natural step in a learning process that leads to good, self-disciplined, behaviour.

In the event of the Head being out during a serious incident, any member of the SLT (Senior Leadership Team) can go ahead and follow the procedures above or, in isolated cases where work with a pupil has already begun, follow the agreed action points already set out by the Head and the parent. The SLT will communicate clearly with the Head on the phone/email/written incident log sheet for all serious incidents and actions taken on the day of the event.

### **Special Educational Needs**

There is clearly a difference between a child making mistakes or slipping up on the road to good behaviour and a child who experiences more serious or persistent problems related to their behaviour. If the child is considered by staff to present behaviours that seriously affect their learning or the learning of others adversely this will be treated as a Special Educational Need. An Individual Education Plan or Pupil Passport will be completed with the full involvement of parents at every stage, and as appropriate with parental consent, advice and support sought from appropriate external agencies.

These strategies are designed to help:

- the child address behaviours that adversely affect themselves or others and identify strategies to modify those behaviours;
- the child to fully understand that **they have the freedom to make a choice and that they choose which action to take. They will also understand that there are always consequences (+ and -) to their actions.**
- parents understand the nature of their child's behaviours, be involved with school in supporting their child, whilst offering them support and professional advice if necessary;
- the school in developing positive and relevant approaches to help the child modify unacceptable behaviours and so fulfil their true potential.

## **St Nicholas Church of England Primary School's Mission Statement:**

***We create the space for children to develop their academic, spiritual, moral, social, cultural and physical gifts and talents whilst building on a firm foundation of Christian beliefs and values.***

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**Our curriculum aims to:**

- ✓ Equip our children with the skills and knowledge needed to become confident, well rounded adults through a wide, varied and meaningful curriculum.
- ✓ Foster both adult and child's enthusiasm and love for learning in a stimulating and challenging way by drawing on first hand experiences both locally and further afield.
- ✓ Recognise and celebrate each individual child's efforts and achievements by catering for their specific learning needs and supporting them in the belief that they can achieve great things.
- ✓ Allow our children to take risks in their learning in a secure, happy environment.

**Diocesan Ethos Statement:**

*Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.*

*The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all pupils.*

**Class Reward System - St Nicholas Church of England Primary School's Dojo System for a consistent WHOLE school approach.**

**\*Please spend time talking to your pupils to embed this system:**

Dojos are awarded for super work/effort + lunchtime behaviour

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Golden Time rewards are for break time + class behaviour/attitude

1. Super work in any subject and excellent attitude to learning. (eg Does the pupil settle quickly into their learning? Are pupils being proactive into settling down to work without a fuss?)
2. Following the class code of conduct.
3. Midday supervisory staff are to continue awarding dojos to the pupils for lunchtime behaviour/attitude.
4. *NOTE - Behaviour during class etc and break is to be awarded via the weekly Golden Time treats/opportunities.*
5. Maximum of 2 DJs during each award.
6. DJs can be removed for inappropriate attitude (1 at a time.)
7. If using a sign for dojos on worksheets/pupil books, staff are to write '1DJ' or '2DJs'
8. \*Class teachers are to send the two dojo winners to Mrs Shearer each Friday at noon (in her absence, Mrs Crosby) - they will be entered into the log and will then, at the end of each half term, be given to our Dojo Counters to allow them to inform Miss Kay for our House Point display. (eg A pupil wins 6 dojos in a week? They get 6 points for their house.)
  - ✓ Any member of staff can award a dojo (max 2DJs)

**Golden Time rewards (30 mins max):**

Each classroom will have a visual GT display where the children can see their awards - eg a golden sun with pegs around the outside. Each peg has the pupil's name on it. The peg is moved off if 5 mins are lost etc. (The first lost 5 mins can never be won back again.)

- ✓ All classes are to have their new pupils entered into the dojo class list - by 15<sup>th</sup> September each academic year.

Consistency with rewards is key to ensuring we motivate & inspire our pupils. Please follow the above closely so that each child has the best chance to improve and learn the life skill of having excellent behaviour and attitude.

**\*NOTE: the attached documents which are integral to this policy:**

1. Traffic lights support sheets for individuals.
2. 'Relationships' working ladder - bronze, silver and gold levels.
3. 'Comments and phrases that support a child' prompt sheet for all adults.