

# Naburn CE Primary School



## Behaviour Policy

Date of initial review: May 2020

Date of addendum: October 2020

Date of Teaching and Learning Review: November 2020

Compassion Trust Perseverance

Reviewed June 2020



## **BEHAVIOUR POLICY**

### **Aims**

- To maintain a calm, purposeful and happy atmosphere within school
- To actively promote our three core Christian Values
- To have a calm, consistent and empathetic approach to behaviour
- To foster positive, caring attitudes towards everyone, where individuals' achievement is acknowledged and valued
- To make boundaries of acceptable behaviour clear to ensure safety
- To encourage increasing independence and self-discipline so that children become able to take responsibility for their own behaviour
- To encourage parental involvement through positive partnership

### **Principles**

- Management of behaviour is built on strong, warm relationships and our three core Christian values
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Behaviour should be seen as a communication of an emotional need
- All adults in schools respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself
- Staff understand that not all behaviours are a matter of 'choice', and that this language may be unhelpful
- Parental engagement and involvement is absolutely crucial when addressing and planning support for a pupil's social, emotional and mental health needs

### **Our School Expectations**

- Children are expected to follow our core Christian Values. These are explored in Collective Worship and in class

### **Our Class Expectations**

- Each class has a 'class code of conduct' or 'class agreement' which is decided with the children every September. This is a joint contract between each class and its teacher, but framed within our overall school expectations, thereby guaranteeing a consistent approach across the school. Each class code of conduct is displayed in the classroom and staff will refer to it and discuss it at appropriate times – e.g. Class Worship times, circle time and PSHCE lessons
- Regular class discussions, especially at the start of term, ensure children understand that rules such as 'Always walk in school', or 'Have your kit in school for every PE lesson' can be included within the core values and the class agreement

## **Managing Behaviour**

- We will reinforce expectations whenever possible by recognising and rewarding good behaviour both privately and publicly, using praise, stickers, class systems, house points and reward certificates
- Staff will serve as role models of good behaviour through their relationships with pupils, parents and colleagues, within our 'family' ethos at school
- All members of staff will be made aware of this policy and offered further training when appropriate. The issue of behaviour management will be considered in performance management and at learning meetings

For times when a child is struggling to make the right choices, we aim to resolve issues quickly so that the impact on learning is minimised. Every day (and for some children, every lesson) is a fresh start, and we have high expectations of every child's behaviour.

**Stage 1:** A reminder is given for any misbehaviour. Wherever possible, this is done privately. (e.g. "This is a reminder to put your hand up if you have something to share.").

**Stage 2:** If a reminder is ignored, the child is informed that they will be moved somewhere else (to a different table or a different teacher). Again, this is done privately, wherever possible (e.g. "You are struggling to work without distracting the people around you, and you know our rule about concentrating on your own work. You are going to spend some of this lesson.....").

**Stage 3:** If the inappropriate behaviour continues, the pupil is told that they will miss 5 minutes of playtime. (e.g. "At the moment, you will need to spend 5 minutes with me at playtime. I would like you to try to earn this time back.") If the child behaves well for the remainder of the lesson, they can earn back those 5 minutes and be praised for having made the right choice. If this behaviour pattern continues, the class teacher will inform the parents and endeavour to reach a solution together.

**Stage 4:** In the rare event of this behaviour continuing, the child is informed that they will spend some time with the headteacher who would then also take away a privilege such as football or buddy time. The child's parents would then be contacted by either the class teacher or the headteacher, to inform them of the incident.

### **Serious behaviours**

Deliberate violence/hurting, swearing, racist, sexist or homophobic language (incidents of which will be recorded separately), spitting and defiance are considered to be extremely serious. Behaving in a way which puts the child, or another pupil, in danger is also considered a serious behaviour. In these rare situations, the headteacher will speak to the child involved, and will inform parents of the incident. The child will miss the whole of their next lunchtime. Sometimes, this may be combined with an appropriate consequence, for example helping the midday supervisor to clean the hall after lunch.

A structured programme of support will be set up for any child who is repeatedly involved in these kinds of incidents. We work flexibly with parents and carers, and outside agencies, to tailor a system which will enable the child to succeed in school. It may involve a visual reward system or a change to the timetable. The number of pupils who need this additional support is very low.

In Early Years, the same rules are followed as the rest of school. However, the stages outlined above are not used; behaviour is managed on an individual basis and alongside discussion with parents.

The school has the right to exclude pupils where the headteacher feels this is the appropriate consequence, although this is rare. However, exclusions will occur where a pupil has seriously assaulted a member of staff, or where all other strategies to support a child's behaviour, including the involvement of external agencies, have failed.

### **How do we deal with inappropriate behaviour?**

- Staff have high expectations of behaviour
- Staff use their professional judgement to decide when it is appropriate to act and they aim to stay calm and respectful, again guided by our core Christian values
- When challenging a child for inappropriate behaviour, staff will always refer to the behaviour rather than the child
- If, after the above stages, the behaviour continues, the parents will be asked to meet the class teacher and headteacher to discuss strategies and actions. Notes of the meeting will be taken. It will be made clear that the meeting is confidential and is a formal part of the behaviour management process.
- If a child has more severe or long term behavioural problems, an individual programme will be set up in consultation with the child's parents and if necessary the appropriate support services
- Parents are encouraged to share concerns with the school about any behaviour-related issues. A file will be kept of such correspondence and scrutinised as part of the overall review of the policy
- Similarly a record will be maintained of serious breaches of the behaviour policy, or any concerns about behaviour issues
- Instances of bullying will be regarded as serious breaches of this policy and will not be tolerated. The school's anti-bullying policy addresses the issue in more detail
- MSAs also work to this policy and meet regularly with the headteacher
- A 'lunch time' log book is kept by MSAs in which any behaviour issues are noted - these are followed up by class teachers or the Headteacher

### **Restorative conversations**

These are used when needed in order to teach better behaviour and to bring closure to an incident so that everyone involved feels they have been heard fairly and can move on. Staff make enough time for a real conversation and sit or walk alongside the child in order to encourage open, non-judgemental discussion.

The following questions can be used to structure a restorative conversation:

1. What happened?
2. What were you thinking or feeling at the time?
3. How did this make people feel?
4. What do you think or feel now?
5. Who has been affected?

The discussion is tailored to the needs and maturity of the child, to encourage them to reflect on what happened for themselves. We would always aim to not ask “Why?” in such a conversation, to allow the discussion to be open and non-judgemental. We believe there is no replacement for knowing our children; staff take the time to get to know children well, helped by the size of our school, and taking a genuine interest in their personal lives and interests. As a result, these difficult conversations are more likely to succeed. Usually, we expect apologies to be made, sometimes by adults too.

### **Acknowledging good behaviour**

The overwhelming majority of our children behave exceptionally well. Below is a list of examples of the ways in which staff recognise the efforts made by pupils to go over and above our expectations:

- Immediate, specific verbal feedback
- House points (or ‘fuzzies’)
- Stickers from the teacher or headteacher
- Teacher Awards, with the child’s name in the newsletter
- Headteacher awards, with the child’s name in the newsletter
- MSA awards
- ‘Hot Chocolate Monday’, where children spend a celebratory breaktime in the staffroom with the head
- Contact with parents: phone calls and seeking out parents on the playground

**The school’s Teaching and Learning Committee will be responsible for the monitoring of the policy’s implementation.**

### **Addendum to this policy in response to COVID-19 Full School Reopening as of September 2020**

As of September 2020, all schools are expected to return to full opening. With this in mind, our usual Behaviour Policy will apply, with the following modifications:

- Stay 2m apart where possible
- Stay in your class ‘bubble’
- Walk carefully through school, especially in areas which are small such as near the lift
- Cough into your elbow and sneeze in a tissue. No coughing or spitting on purpose on anyone else or on surfaces. Then put a used tissue in a lidded bin
- Only 2 children from the same bubble in the bathroom at one time. If you are waiting, then wait outside and stay 2m from the bathroom door
- Wash hands just before leaving home, on arrival at school, before and after lunch, before and after play and before home time. Dry them well with a paper towel

- Play equipment to be shared within one bubble only
- Don't bring any extra belongings to school. Just your coat/suncream/sunhat (depending on the weather), a named water bottle and a pack-up
- Wellies need to be brought into school and kept in school for a half term
- Wear PE kit on PE days, with a spare pair of shoes to change into
- Be careful how you move around class
- Parents to queue 2m apart at drop off and pick up times, wearing a face covering
- Maintain social distancing on your way to and from school
- No loitering in school or outside gates on your journey to and from school
- Step 3 and 4 of usual policy adapted to avoid head and child(ren) meeting in small office – discussions to be held outside or in school hall where there is more space
- 'Fuzzies' will be replaced with class dojos as a reward system
- 'Hot Chocolate Mondays' to be suspended until further notice
- Headteacher and Teacher awards are virtual via newsletter and seesaw to reduce number of items coming home

This addendum was added October 2020 and taken to Teaching and Learning Committee on 10<sup>th</sup> November 2020