



Nancy Reuben Primary School

Behaviour Policy

April 2016

Reviewed April 2017

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1. INTRODUCTION

At NRPS, we believe good discipline is achieved through an interesting, lively, appropriate and varied curriculum where teachers engage children in activities designed to excite, interest, and motivate pupils to learn. Various teaching strategies should be used which appeal to a variety of learning styles – auditory, kinaesthetic (learning taking place by physical activities) and visual in order to stimulate pupils and allow them to access learning.

We aim to create a happy, productive atmosphere that reflects care, respect and support.

2. REWARDS

Different strategies are adopted to promote good behaviour and a positive attitude to learning.

- Children are regularly praised and teachers strive to maintain an orderly and calm learning environment at all times in class and around the school.
- In Reception and Key Stage 1 stickers are given out for good work, effort or behaviour.
- Each week, the Kodesh and Secular teacher in each year group (Years 1 to 6) nominates a child in each class for “Star of the Week”. This should be for excellent work, effort or good attitude/behaviour. The child’s name will be printed in our weekly newsletter and a certificate is given to the child in the weekly assembly. These children will be invited to the Head Teacher’s Tea Party the following week.
- Dojos are used in class in Key Stage 1 and Key Stage 2 to give quick rewards to the children for any type of good behaviour e.g. good manners/work/effort.
- Class Teachers might also choose to use their own incentives.

3. SANCTIONS

There are times when it may be necessary to administer disciplinary procedures. These procedures have three main purposes:

- To impress upon the child that what he or she has done is unacceptable.
- To deter the child from repeating the behaviour.
- Signals to other children that certain behaviour is unacceptable and deter them from copying it.

Misbehaviour includes: persistently disrupting others; not settling down to work; open defiance; swearing, spitting at another child or member of staff; the physical/emotional abuse of another child; hitting a member of staff, deliberately breaking or damaging school property; telling lies to get others into trouble (Lashon Hora); possessing a weapon; racial prejudices/slurs and/or behaving dangerously towards another child.

Key Stage 1

If a child misbehaves they will be subject to the following sanctions in order of severity:

1. The child will be given a warning.
2. If the behaviour does not improve, the child will have 5-10 minutes "Time Out" in the classroom.
3. A KS1 behaviour sheet will be given for the child to fill in. This sheet will allow the child to reflect immediately on their behaviour with a view to stopping the situation from continuing. The completed sheet will be sent home in order for the parents to read and sign it. It must be returned to school and filed by the school.
4. If the situation does not improve or the misbehaviour persists, the Deputy Head / Head will be informed. An email will be sent home to the parents advising them of the situation. The Headteacher / Deputy Head will decide upon the appropriate action for the particular child in the circumstances. This may include an Internal/External Exclusion (see Appendix 4).

Key Stage 2

If a child misbehaves they will be subject to the following sanctions in order of severity:

1. The child will be given a verbal warning.
2. If the behaviour does not improve, the child will have 5-10 minutes "Time Out" in the classroom.
3. A KS2 behaviour sheet will be given for the child to fill in. This sheet will allow the child to reflect immediately on their behaviour with a view to stopping the situation from continuing. The completed sheet will be sent home in order for the parents to read and sign it. It must be returned to school and filed by the school.
5. If the situation does not improve or the misbehaviour persists, the Headteacher / Deputy Head will be informed. An email will be sent home to the parents advising them of the situation. The Headteacher / Deputy Head will decide upon the appropriate action for the particular child in the circumstances. This may include an Internal/External Exclusion (see Appendix 4).

Any incidents of misbehaviour must be recorded in writing by the class teacher and kept on file.

Restraint: Reasonable force may only be used by a member of staff to restrain a pupil who is uncontrollable and whom the member of staff reasonably believes may harm others or cause damage to school property. Restraint may only be carried out by appropriately trained staff

Advice for Staff on Sanctions

Sanctions are more likely to succeed in promoting positive behaviour if pupils see them as fair so staff should ensure that they:

- Establish the facts about any incident and if more than one person is involved staff should hear both sides of the argument.
- Make clear they are dealing with the behaviour, rather than stigmatising the child.
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent behaviour.
- Avoid sanctions becoming automatic (sanctions should always take account of individual needs, age, understanding).
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Never issue a sanction that is humiliating or degrading.
- Use sanctions in a calm and controlled manner.
- Ensure that sanctions are seen as inevitable and consistent.
- Consider whether poor behaviour is the result of another underlying issue – home circumstances or unidentified special need.

DATED: APRIL 2017

REVIEW DATE: APRIL 2018




Behaviour Policy

APPENDIX 1

KS1 Behaviour Sheet

Name: _____ Year: _____ Date: _____

Teacher: _____

<p><u>What I did wrong</u></p> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><u>How can I do better?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><u>What help do I need to behave better?</u></p> <hr/> <hr/> <hr/> <hr/> <hr/>	

Signed: _____ (pupil)

_____ (teacher)

_____ (parent)

APPENDIX 2

KS2 Behaviour Sheet

Name: _____ Year: _____

Teacher: _____ Date: _____

What I did wrong

How can I make sure that I don't behave like this again?

What help do I need to behave better?

A graphic with a light beige background. At the top, it says 'Before you speak' in a simple font. Below that, the word 'THINK' is written in large, bold, red capital letters. Underneath 'THINK', there are five lines of text, each starting with a red letter and followed by a question: 'T is it TRUE?', 'H is it HELPFUL?', 'I is it INSPIRING?', 'N is it NECESSARY?', and 'K is it KIND?'. At the bottom of the graphic, in a small font, it says 'LearningStationMusic.com'.

Signed: _____ (pupil)

_____ (teacher)

_____ (parent)

NRPS GOLDEN RULES FOR POSITIVE BEHAVIOUR

1. VALUE YOURSELF

Work hard and behave sensibly and safely

2. RESPECT OTHER PEOPLE

Show tolerance and understanding towards all members of the school community. Be polite and welcoming to visitors.

3. SHOW SELF CONTROL

Allow yourself and others to work, learn and play appropriately

4. APPRECIATE OUR SCHOOL ENVIRONMENT

Keep the school clean and tidy. Respect work displayed in and out of the classrooms and look after school equipment

5. LOOK AFTER YOUR OWN AND OTHERS' PROPERTY

Ask before borrowing items and always return property back to the owner.

APPENDIX 4

EXCLUSIONS

An exclusion (whereby the child is removed from the classroom) can be either internal or external.

An **Internal Exclusion (IE)** is an internal process within the school and is used when the objective is to remove the pupil for disciplinary reasons, from the classroom, playground or lunch hall(not from the school site).

An **External Exclusion (EE)** can be either fixed term or permanent and takes place when a child's behaviour is sufficiently extreme to warrant this sanction. A permanent exclusion could take place following a single incident where at the discretion of the Headteacher, that incident is deemed to be sufficiently grave. During a fixed term EE, the child continues his/her education away from the school site. For the period of the fixed term EE, the school will send school work home for completion. During this time, the pupil must remain at home, not visiting parents' place of work or other public areas.

Internal Exclusion (IE)

The IE may be for any length of time up to a maximum of three days.

An IE may serve a number of different purposes, although its primary function is as a sanction to accommodate those pupils who have been removed from lessons, the playground and/or the lunch hall at very short notice for poor and disruptive behaviour. The IE is supervised by a member of staff.

As part of a whole school approach to behaviour and attendance, IEs offer immediate, shorter-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted.

The parents will be contacted to inform them of an IE lasting more than half a school day.

During the IE, the pupil would work through the Behaviour Sheets and discuss with the member of staff how his/her actions or behaviour impacted on the other children and recommendations for future behaviour.

The procedure for a half day IE would operate as follows:

- The pupil would work in the office area during the IE, completing his/her class work with support when necessary.
- A re-integration meeting with the child will take place before the child returns to the classroom.
- At no time would the pupil be made to feel that he/she is a bad child, rather that he/she is being supported to make better choices when 'things go wrong' in school and how to react at all times.
- Once the IE is completed, the parents will be contacted to discuss the improved behaviour and the positive outcomes of the sanction.

The procedure for a 1 day IE would operate as follows:

- On the first day, the pupil would work in the office area during the IE, completing his/her class work with support when necessary.

- At the start of the afternoon session, a re-integration meeting with the child will take place before the child returns to the classroom.
- The pupil would then be allowed back into the classroom for afternoon lessons. However, he/she would spend play time back in the office area, again discussing what had worked well that afternoon in class and how the pupil would be able to replicate this improved behaviour in the playground and lunch hall as well.
- At no time would the pupil be made to feel that he/she is a bad child, rather that he/she is being supported to make better choices when 'things go wrong' in school and how to react at all times.
- Once the IE is completed, the parents will be invited to an early morning meeting to discuss the improved behaviour and the positive outcomes of the sanction.

The procedure for a 2 day IE would operate as follows:

- On the first day, the pupil would work in the office area during the IE, completing his/her class work with support when necessary.
- At the start of the second day, a re-integration meeting with the child will take place before the child returns to the classroom.
- For the second day the pupil would then be allowed back into the classroom for lessons. However, he/she would spend play times and lunch break back in the office area, again discussing what had worked well that day in class and how the pupil would be able to replicate this improved behaviour in the playground and lunch hall as well.
- At no time would the pupil be made to feel that he/she is a bad child, rather that he/she is being supported to make better choices when 'things go wrong' in school and how to react at all times.
- Once the IE is completed, the parents will be invited to an early morning meeting to discuss the improved behaviour and the positive outcomes of the sanction.

The procedure for a 3 day IE would operate as follows:

- On the first day, the pupil would work in the office area during the IE, completing his/her class work with support when necessary.
- At the start of the second day, a re-integration meeting with the child will take place before the child returns to the classroom.
- For the second and third days the pupil would then be allowed back into the classroom for lessons. However, he/she would spend play times and lunch break back in the office area, again discussing what had worked well that day in class and how the pupil would be able to replicate this improved behaviour in the playground and lunch hall as well.
- At no time would the pupil be made to feel that he/she is a bad child, rather that he/she is being supported to make better choices when 'things go wrong' in school and how to react at all times.
- Once the IE is completed, the parents will be invited to an early morning meeting to discuss the improved behaviour and the positive outcomes of the sanction.

External Exclusion (EE)

Following a fixed term EE, a return to school meeting will take place with the child and parents prior to the child returning to class. During the meeting the child will be invited to reflect on the reasons for the exclusion and expected improvement/changes in behaviour and positive outcomes of the sanction.

Discretion

The decision to exclude or permanently exclude a pupil and the manner and form of any announcement shall be in the sole discretion of the School, acting on the recommendation of the Headteacher. In no circumstances shall the School or its staff be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to an internal or external exclusion, either fixed term or permanent, which the Headteacher has acquired during an investigation.