

# NONSUCH PRIMARY SCHOOL



## BEHAVIOUR POLICY

Please read in conjunction with the Anti-Bullying Policy, Positive Handling Policy Equal Opportunities Policy, Allegations Against Staff Policy and the Complaints Procedures. For staff, also the staff handbook.

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### **1 Rationale**

1.1 Schools exist to teach values as well as knowledge and skills. **At Nonsuch we aim to create a positive atmosphere where pupils, staff and parents feel they are known and valued members of the school community; where all are committed to promoting good behaviour.** A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible.

1.2 Children should be valued and their good behaviour positively encouraged and rewarded. All staff need to highlight children's strengths rather than weaknesses. Our school promotes the values of mutual respect, self-discipline and social responsibility. A consultation process of all stakeholders' professional and personal values underpin the agreed school values. This is currently a fluid process and will continue to develop.

1.3 **Our aim is for the children to develop an awareness and respect of self as well as a sensitivity to others; to acquire a set of moral values and to develop habits of self discipline and acceptable behaviour so they can work and play together safely and happily.**

### **2 Responsibility**

2.1 The Governing Body has an overall responsibility for ensuring that the Behaviour Policy of the school is maintained. The 1997 Act states that the Governing Body is charged with the duty to produce a written statement of general agreed principles.

2.2 **Pupils, staff, parents and the governing body share a collective responsibility** for promoting a high standard of behaviour and model the types of behaviour encouraged by the school policy. We believe that by working together we can promote positive values within our school. The school Contact Book contains the statutory home school agreement document that summarises the school aims, both parental and school responsibilities and expectation of pupils.

### **3 Values**

3.1 Together, the school has created a set of core values.

- Respect - kindness / fairness / empathy / inclusivity / diversity
- Integrity - honesty / courage
- Growth - determination / creativity / confidence / perseverance
- Happiness - Positivity / fun / safe / friendship
- Teamwork - togetherness / communication / responsibility / loyalty

Each class will create a display to reinforce these and individuals who then demonstrate these, by their behaviour, will be instantly rewarded with stickers.

3.2 We believe all behaviour is a choice and that we are all responsible for the choices we make and therefore the consequences of them. Good behaviour should be rewarded and celebrated.

3.3 We base all our class and playground rules on these expectations:

- I. Respect each member of our community
- II. Take responsibility for our own actions
- III. Follow instructions given by adults
- IV. Listen when others are speaking
- V. Be kind to others
- VI. Try our best and allow ourselves and others to learn
- VII. Tell the truth
- VIII. Keep hands and feet to ourselves
- IX. Look after our school

### **Expectations and systems within school**

#### **4 Rewards**

4.1 In Nonsuch we reward effort, improvement and good behaviour as well as attainment. We endeavour to ensure that all children are recognised based on the individual. Recognition is key, a quick verbal acknowledgement to the child and if possible to the parents via the contact book or a quick word after school is extremely powerful.

Whole school systems:

- Praise and positive recognition for being good
- Commended to the Headteacher or assistant Headteacher
- Parents/carers informed of excellence
- Smiley faces can be awarded for individual effort, exceptional manners and personal improvement
- Values stickers including recognition on a whole school display
- Attendance certificates
- Team points for inter-class sporting events.

4.2 Class teachers are also free to choose systems that they prefer within their own class eg marbles in a jar, showing work to another (often the previous) teacher/support staff member and so on.

## **5 Reporting**

5.1 All infringements of expected behaviour dealt with by a member of staff **MUST** be reported to the **assistant head teachers** on the same day as the infringement on **our behaviour report forms**. These clearly describe who was involved and the actions of those involved and any consequences and actions by staff. Cases of aggression will be considered individually and where it is felt appropriate aggressors may be kept out of class for the rest of the day. Persistent anti-social behaviour by a particular child should also be drawn to the attention of the child's parents.

5.2 Minor infringements may be dealt with by the class teacher and the assistant head teachers will receive the behaviour form for record keeping purposes.

5.3 Parents (of perpetrator(s) and/or victim(s)) must be kept informed **on the day** an incident occurs **by the person in the best position (who knows all the facts)**. Ideally this should be face to face but can be by telephone. Communication and co-operation between home and school is vital.

5.4 All completed forms will be reviewed by the Head Teacher who will decide which incidents require reporting (to the governors) and to aid identification of any patterns with the Senior leadership Team.

## **6 Contact Books**

6.1 Each child is given a contact book at the start of each school year. Its main purpose is for daily notification of a non-sensitive or confidential nature. It will be checked daily by a member of staff (although this may not be the class teacher) and can be used to request a face to face meeting with the class teacher to discuss concerns relating to any behaviour or relationships within school. It contains the signed home/school agreement and is signed by Ms Hawker on behalf of the school and **will be signed at the start of each school year by each pupil and their parents/carers**.

## **7 Classroom management and organisation**

7.1 Staff strive to provide a positive learning environment:

- I. Apparatus and equipment should be easily accessible.
- II. Children should be able to move around easily when required to.
- III. Work should be at appropriate levels - misbehaviour may be a strategy to avoid work which is too difficult or too easy.
- IV. There should be clear objectives to the set task and these should be explained to the children in language which is simple to understand.
- V. There should be a range of rewards accessible to pupils of all abilities

## **8 Children new to Reception**

8.1 At the start of Reception year, we buddy each of our youngest children with a child in year 4. This fosters caring relationships and ensures that each of our youngest children has a named individual to support them during their first few years.

## **9 Classroom Behaviour**

9.1 The policy at Nonsuch is for **each class teacher at the start of the academic year to formulate clear, positive classroom rules with the children**. These should be complementary to the school code of conduct. They should be **clearly displayed** within the classroom and may be signed by the whole class. Repeated or serious classroom incidents (bullying, aggressive and violent behaviour) will be dealt with by the assistant head teachers.

## **10 Behaviour within the School Building**

10.1 Children are to move around in an orderly and sensible manner. They should keep to the left on the stairs and **always walk**. All staff, when moving about the school, should be aware of and take responsibility for pupils' behaviour.

## **11 Playground Rules**

11.1 **Children's behaviour in the playground is in line with the school's expectation.**

- I. Picnic tables and benches are for sitting on!
- II. If a child is hurt then he/she should report to an adult on duty before going to the medical room.
- III. Rotas are drawn up for using the ball area, the basket ball nets, the forest climbing frame and the Garden area. These are displayed in the office window.
- IV. Dangerous or rough games are forbidden.
- V. Aggressive behaviour either physical or verbal is not allowed.
- VI. Fighting is forbidden; this includes play fighting.
- VII. Lunchtimes: The Midday Supervisors will ask the children to pack away equipment and go to the toilet 5 minutes before the end of the session.

## **12 Early Morning**

12.1 Before school, **all teachers will be on duty in the playground from 8.45am** ( a bell rings to inform teachers to move outside). The school day starts when the bell rings at 8.55am. The children may come in from 8.45am walking in quietly and sensibly. Support staff will supervise and reinforce good behaviour in the corridors and classrooms. A member of SLT will monitor the children coming into the building.

## **13 Consequences/Sanctions**

Vitims will be supported.

13.1 Within the classroom, adults should ensure that positive responses outweigh the negative, and that any sanctions used are consistent with the offence and the age (and individual) circumstance. Reasonable adjustments will be made to recognise and support an individual child's needs. Children in KS2 use Golden Time ( a weekly 15 minute rewarding session of a pleasurable and popular activity) and KS1 use their daily afternoon break between sessions to deliver sanctions.

**13.2 These are a general guide.**

- I. First warning = Verbal Warning - this includes a reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- II. Second warning = Written Warning (children complete a lost golden time form) = 5 minutes off Golden Time in KS2 or 5 mins off break for KS1
- III. Third warning = 10 minutes off Golden/break Time
- IV. Fourth warning = time out in another class and 15 minutes off Golden/break Time
- V. Extreme behaviour can also result in external exclusion (out of school) for a period of time

13.3 If a child develops significant behavioural difficulties, parents/carers will be informed as soon as possible and joint discussions will be held to agree strategies which will support the child. These will involve reasonable adjustments including the possible involvement of external agencies where appropriate. In the case of a child with an Educational Health Care Plan, consideration of whether the plan still meets the need.

13.4 Perpetrators will be supported as well as the victims, particularly where bullying behaviour is reported. Our aim is to help the perpetrator understand the impact of their actions and to go on to develop socially acceptable and desirable behaviours. This support may vary from case to case.

13.5 The following can also be imposed by the Class Teacher:

- I. Child to sit by teacher
- II. Withdrawal of privilege relative to misbehaviour
- III. Use of a reward/sticker system to share with parents (SLT member informed)
- IV. Time out e.g. outside area under supervision, another group, another class
- V. Child to assist in rectifying the problem they have caused
- VI. A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- VII. Developmental written comment on work
- VIII. Work to be completed in the child's own time or at home

- IX. Child sent to another appropriate adult to explain their misbehaviour (previous teacher to be disappointed, phase leader, assistant head teachers)
- X. Referral to headteacher (**only if at risk of exclusion or in the absence of other senior staff**)

13.6 Although it may occasionally be appropriate, persistent punishment of whole groups should be avoided.

#### **14 Strategies:**

##### **'Traffic lights'**

14.1 Every class will have the 3 traffic light circles: all children start on green and children can move to amber and back to green for minor class infringements. Teachers may use these to indicate time lost or to serve as a warning that children are at risk of losing time and this will be made explicit to them. Red results in a sanction.

14.2 Other strategies may include:

- I. Comment in the contact book
- II. conversation after school (mutually agreed time and date) with parents/carers
- III. A positive sticker chart
- IV. Exclusion at lunchtime

#### **15 Physical contact**

15.1 The school endeavours to develop an ethos where the use of physical control is not necessary. If, in exceptional circumstances, it does become necessary to use physical control, it will be an act of care. Such action is known as "positive and protective handling". It is the positive application of force with the intention of controlling the pupil's behaviour in order to protect him/her from harming him/herself or others or seriously damaging property. Positive and protective handling occurs whenever a member/s of staff intentionally uses physical force to restrict a pupil's movement against his/her will.

15.2 School staff can search pupils, preferably with their consent, for any item which is banned by the school or if staff believe an item has been taken and put into their belongings that does not belong to them or brought into school.

#### **16. Exclusion**

16.1 A calm learning environment is of paramount importance. If a child's behaviour continually impairs the quality of learning and he/she does not respond to the sanctions listed above it may be necessary for the head teacher ( or an assistant head in their absence) to exclude that child for a set number of days. This will be as a final resort once other strategies have been tried and external agencies consulted, as appropriate (see 16.4). In certain extreme circumstances it may be deemed necessary to exclude the child

permanently. The Chair of Governors will be advised of all events regarding exclusions

16.2 The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed term exclusion
- Permanent exclusion

16.3 The school will follow procedures set out in government statutory guidance: [Exclusion from maintained schools](#), academies and PRUs in England (September 17). Exclusions will be carried out in accordance with LA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

16.4 Prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written.

## **17. Malicious allegations against staff.**

17.1 The school's first step in investigating an allegation is to immediately discuss the allegation with the LADO and follow the Allegations Against Staff Policy which ensures support for the child.

17.2 Where the allegation is found to be unsubstantiated or malicious, the DfE has published statutory guidance on keeping children safe in education. This says that unsubstantiated or malicious allegations made by pupils should be referred to children's social care services. They will be able to determine whether the pupil is in need of support, or if they have been abused by someone else.

If allegations are proved to be deliberately invented or malicious, the headteacher should consider whether disciplinary action is appropriate.

17.3 The head teacher, who may involve the chair of governors, will consider whether to provide restorative justice with the member of staff and the child. The parents would be a crucial part of the action plan. Advice and counselling from external agencies as appropriate, will be sought.

17.4 If a pupil repeatedly makes malicious allegations against staff members, the school may eventually have to consider permanent exclusion. Keeping them in school may do more harm than good. The headteacher must make a judgement on whether the school can continue to support the pupil. It is likely that they will need to involve their local child and adolescent mental health services (CAMHS) or perhaps a managed move to another school.

17.5 Schools must make sure they are fulfilling their duty of care (towards their staff member). Schools should make sure they have identified and dealt with any underlying emotional or medical problems, experienced by the child, appropriately.

17.6 Schools must be clear about the grounds for the suspension or exclusion and, in the case of malicious allegations, should be able to prove that they are vexatious and malevolent. The school will therefore consider whether there has been a breach of the school Behaviour Policy and impose an appropriate sanction, which could be temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

## **GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES**

### **Rationale and Purpose**

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at Nonsuch Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at Nonsuch Primary School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016). The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

### **Principles**

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe.

- Everyone must be protected from disruption or abuse
- Nonsuch Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions
- The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations