
NUNNEY FIRST SCHOOL



BEHAVIOUR POLICY

Rationale

We believe that all children can behave well or can be encouraged to improve their behaviour. This expectation is consistently communicated to the children.

We believe that in order to allow children to flourish educationally, socially and emotionally, we need an atmosphere in which there is firmness, consistency and fairness displayed by all adults who work in school. In order for children in the school to make good progress, teachers need to be able to give their attention to teaching. Good behaviour minimises distractions and ensures that children give their full attention to the learning process.

Aims

- To provide the children with rules that will help them enjoy school and ensure their safety.
- To encourage appropriate behaviour with positive reinforcement for good behaviour and consistent application of sanctions where appropriate.
- To establish classroom rules and routines that maximise learning opportunities.
- To support all staff in developing the skills required to ensure acceptable behaviour in the classroom and playground.
- To share this policy with parents/carers to enable them to understand and support the work of the school.

Golden Rules

The 'Golden Rules' for behaviour are derived from the aims listed above. They are displayed throughout the school and apply to the whole school community.

The Golden Rules are:

- I will be kind, friendly and show respect for others.
- I will do my best at work and play.
- I will look after our school and everything in it.

Classroom Strategies

Rules and Sanctions

Each class has its own set of rules that sit alongside the Golden Rules. After discussion with the children, the rules are prominently displayed in the classroom and regularly referred to. If the rules are broken, agreed sanctions are applied (see Appendix 1).

Rewarding Good Behaviour

Positive reinforcement for expected behaviour is by far the best way to promote excellent behaviour in Nunney First School. Good behaviour is praised and rewarded in the following ways:

- All staff use verbal praise and give rewards such as team points, 'dojos' from software the School uses called Class Dojo, or stickers.
- Each Friday, class teachers select up to 2 children per year group who have stood out over the week for their positive behaviour and attitudes to learning; these children are awarded certificates in the Friday Celebration Assembly.
- Team Points are awarded using dojos and totalled at the end of the week. At the end of each term, the team with the most points is the overall winner and all the children in this team choose a reward, such as having a non-uniform day.
- At the end of each week, children who have followed the Golden Rules are rewarded with 'Golden Time' (to a maximum of 30 minutes).
- Class teachers set class dojo targets per week with an appropriate reward for reaching the target e.g. eating lunch with their teacher. They also display "dojo champion" of the week.

Playground Strategies

The 'Golden Rules' are displayed on the playground and regularly referred to. High standards of behaviour are expected on the playground. A member of the Leadership Team works with the Lunchtime Supervisory Assistants (LTSAs) to ensure consistent expectations for behaviour within the classroom and outside at play.

Dealing With Unacceptable Behaviour (see Appendix 1)

Step 1

The child is given a verbal warning. Inappropriate aspects of their behaviour are discussed with them so that they are aware of the changes they need to make. Reminders are provided and verbal praise is given as appropriate changes are made.

Step 2

The child is given a 'needs improvement dojo' and the teacher will explain to the child why it has been necessary to give this. The teacher will also talk with the child about how they might have done things differently to achieve better outcomes for all. If the poor behaviour or attitude is demonstrated on the playground, the child is asked to stand by the teacher / Lunchtime Supervisor for five minutes or sit at the 'time out bench' for five minutes. If the inappropriate behaviour takes place when the class teacher is not present, it is reported to them at the earliest opportunity.

Parents/carers who are signed up to receive notifications from Class Dojo will receive a message through the Class Dojo app when their child receives a 'needs improvement dojo'. Depending on the nature of the behaviour instigating this, the teacher may send a message with the dojo or ask to speak to the parent/carer.

Step 2a)

Additional class-based sanctions such as sitting out for five minutes of Golden Time are used. The child is reminded of the fact that they are very close to being sent to the Headteacher or Deputy Head.

Step 3

The child is sent to the Headteacher / Deputy Head who discusses the behaviour with the child and parent and agrees the action that will be taken. Incidents of swearing, deliberate damage to property, stone throwing or verbal abuse / physical injury towards another adult or child immediately go to Step 3, bypassing all other sanctions.

Step 4

If more than one Step 3 incident occurs in a school week, a meeting is set up with the child, parents, class teacher and Headteacher/SENCO to agree appropriate targets for improvement. A Behaviour for Learning Report Card system may be used to enable behaviour to be monitored at short intervals during the day. At the end of an agreed timeframe the child, class teacher, Headteacher/SENCO and parents will meet to review the child's behaviour and agree next steps. This review meeting will also be used to identify whether a child progresses onto a Behaviour for Learning Plan.

Use Of Reasonable Force

In line with advice in the DfE publication '*Use of reasonable force*': Advice for headteachers, staff and governing bodies (2013), if de-escalation strategies have failed or the circumstances do not allow for de-escalation, staff at Nunney First School can use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Please see the School's Use of Reasonable Force Statement for further information.

Circumstances in which reasonable force might be used include:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil or to stop a fight on the school site; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

Nunney First School will not use force as a punishment; this is unlawful.

Behaviour for Learning Plan

From time to time a child may exhibit on-going behaviours that are unacceptable and disruptive to the work of the school and other pupils. In such cases, meetings will be held with the child's parent/s or carers and the underlying reasons for the behaviours will be explored. Led by the Headteacher and/or SENCO, a 'Behaviour for Learning Plan' will be drawn up to provide a structured framework for behaviour improvement. The Behaviour for Learning Plan will include: behaviour targets; strategies to help achieve the targets and actions the school will use to manage any on-going, unacceptable behaviours. The Behaviour for Learning Plan is signed by the Headteacher, parent/carer and child. The support of external agencies such as Parent and Family Support Advisers (PFSAs) and Family Support Practitioners (FSPs) may be sought.

From January 2018 staff will report behaviour incidents on SIMs so that behaviour diaries can be generated as required to support referrals for specialist external support.

Frome 'Team Around The School' Panel

Where children have more significant social, emotional and behaviour difficulties, which might require specialist knowledge or specific actions that might include alternative provision, the child will be referred to the Frome Team Around the School Panel. Parents /carers will be actively involved in decision making in respect of a referral and will work with school staff to complete the referral form, which they will sign ahead of it being submitted for consideration by the Panel. There is a Frome Learning Partnership (FLP) leaflet explaining the Panel's remit, structure and work.

Exclusion

Exclusion (temporary or permanent) is an extreme step and will only be taken in cases where:

- long-term misbehaviour is not responding to implemented strategies and the safety and learning of others is being seriously hindered. In such cases pupils will be considered to have special educational needs. The procedures for meeting these needs are laid out in our Special Educational Needs Policy.
- an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Permanent exclusion may take place when an incident of extreme seriousness has occurred, following the failure of a range of other strategies. The Team Around the School Panel is responsible for arranging a school place or alternative provision for children and young people who live in the catchment area of Frome schools. The Panel will work with the school, the child and their parents/carers to agree an appropriate way forward.

Bullying

The school has an Anti-Bullying Policy, which is available from the school website or on request from the school office.

Implementation Of The Behaviour Policy

This Behaviour Policy has been written by the governors and staff of Nunney First School to manage behaviour in our school. It is owned by staff, pupils and volunteers who, under the direction of the Headteacher, share responsibility for implementing it. If it is to be effective, everyone must adhere to the Behaviour Policy with confidence and consistency.

There may be occasions when special rules need to be applied, i.e. swimming pool, science or technology lessons but the same principle of promoting good behaviour through the policy will always apply.

The Behaviour Policy will be reviewed biannually.

Date agreed by Full Governing Body: 9th October 2017

Signed (Chair of Governors): *Geoff Andrews*

Review due: October 2019

Nunney First School
Behaviour Policy - Appendix One

Appendix 1: Managing behaviour that is hindering learning or impacting on wellbeing

Step 1

Verbal warning

Step 2

The child is given a 'needs improvement dojo'. The teacher will explain to the child why it has been necessary to give this.

Step 2a

Additional class-based sanctions such as sitting out for five minutes of *Golden Time* are used.

If a number of Step 2 incidents are occurring for a particular child, the class teacher will talk to the Headteacher/SENCO about this and will arrange to meet with the child's parents to consider factors that might be triggering the inappropriate behaviour and what might be done to address this.

Step 3

The child is sent to the Headteacher/Deputy Head/SENCO who will discuss the incident/s with the child.

We believe that it is important for the school and parents to work together to secure good behaviour. Therefore, as soon as a Step 3 event occurs, parents/carers are contacted so that they are aware of the context in which the incident took place.

Step 4

If more than one Step 3 incident occurs in a school week a meeting is set up with the child, parents, class teacher and Headteacher/SENCO to agree appropriate targets for improvement. In such cases a Behaviour for Learning Report Card system may be used. Behaviour will be monitored at short intervals during the day. At the end of an agreed period the child, teacher, Headteacher/SENCO and parents meet to review behaviour and identify further steps such as a Behaviour for Learning Plan.

❖ Incidents of swearing, deliberate damage to property, stone throwing or verbal abuse / physical injury towards another adult or child, go to an immediate Step 3, bypassing all other sanctions.