
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 are high expectations, 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.

We believe that behaviour is a form of communication and where behaviour consistently challenges us that we should seek to understand the causes, triggers and challenges experienced by the individual. Children will be supported to take responsibility for their actions and to use strategies which help them manage their behaviour, emotions and feelings.

Every child has the right to feel safe, valued and respected, and learn free from the disruption of others.

Aims

- To provide the children with a consistent approach 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 support children who display behaviour which we find challenging in order to be aware of SEND needs, safeguarding concerns and wellbeing.
- To share this policy with parents/carers to enable them to understand and support the work of the school.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
 - DfE guidance explaining that maintained schools must publish their behaviour policy online
 - Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
 - DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

THRIVE

The school values are embedded across the school and used in the language we use to praise children. These form our expectations for our children and the core of our education offer. These are prominently displayed and children are recognised for progress and excellence in these areas.

Togetherness – working together in all that we do

Happiness – finding joy and staying healthy

Respect – kindness and care for each other and our world

Independence – learning skills for the future

Variety – exciting lessons which help us to understand our world

Excellence – our best, always, everywhere

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. Nunney First School aims to employ a variety of classroom strategies to enable children to feel safe, secure and ready to learn. Our approach is underpinned by positive relationships, helping children to build their self-esteem and self-worth.

Creating a positive environment

Teaching and support staff are responsible for setting the tone and context for positive behaviour in the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils
- Greet pupils in the morning/at the start of lessons
- Establish and rehearse clear routines, teaching signals and refreshing regularly
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Have a plan for dealing with low-level disruption
- Use positive reinforcement, encouragement and affirmative language
- Communicate kindness
- Establish clear roles and boundaries
- Combine assertiveness with warmth
- Communicate, reinforce, correct and sustain expectations

- Plan appropriate adult support to help children to access work
- De-escalate through fair approaches i.e. differentiated choices
- Conclude the day positively and starting the next day afresh

We recognise that some children are not always able to fit within our whole school behaviour expectations, either through their experiences or needs. We empathise when children are feeling overwhelmed and strive to ensure that they do not feel stressed or shamed. For those children requiring calm, we provide:

- The opportunity to learn in a quieter space
- Now and next timetables built around interactions with key adults
- Visual timetables
- Social stories
- Additional adults
- Adapted learning expectations
- Interest led interventions
- Individual timetables

Rewarding Good Behaviour

Positive reinforcement for expected behaviour is by far the best way to promote excellent behaviour in Nunney First School. Carefully considered verbal recognition of a behaviour or task helps to motivate our desired whole school behaviour expectations and support the building of teacher / pupil relationships. Good behaviour is praised and rewarded in the following ways:

- All staff use verbal praise which is targeted and specific.
- Staff also give rewards such as 'dojos' from software the School uses called Class Dojo, or stickers. ClassDojo points are awarded for specific areas and parents can instantly see the praise which has been received. See appendix for examples.
- Parents/carers may be contacted via ClassDojo or a phone call to share achievements. This may include sharing photographs of work or achievements.
- Teachers display wonderful work to celebrate children's achievement and model pride in learning.
- Opportunities to share achievements with people outside of the class i.e. a subject leader, the headteacher or in an assembly.
- Each Friday, class teachers select up to 4 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.
- Occasionally, children work together towards a whole class target to achieve a child chosen reward i.e. wearing your slippers to school, a film of choice.
- Each Friday, children are also recognised for their achievements towards one of the school's values: Togetherness, Happiness, Respect, Independence, Variety and Excellence. Up to 2 children per class are chosen to receive a certificate and praise in assembly.
- Throughout the week, children who have gone above and beyond in their behaviour, attitude to learning or support for others, are awarded with a star. At the end of the week, children with stars are invited to reward time with the headteacher, their star is placed in the celebration book and their names are read out in assembly.

- The school also engages in national and international activities, rewarding children with certificates.

Playground Strategies

The THRIVE values are displayed on the playground and regularly referred to. High standards of behaviour are expected on the playground. A member of the teaching team works with the Lunchtime Supervisory Assistants (LTSA's) to ensure consistent expectations for behaviour in the classroom and outside at play.

Dealing With Unacceptable Behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour may be differentiated to cater to the needs of the pupil. We recognise that for our most vulnerable children there may be circumstances which make them sensitive to situations and that we need to have a shared knowledge of that child so that we can coach them through their most challenging times.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits behaviour which challenges to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We recognise that children will learn more from consequences than they will from punishment and that we must connect with a child before we try to correct their behaviours. We endeavour to meet the need behind a behaviour before employing strategies to manage challenges. We use logical consequences, related to the behaviour which is to be discouraged, find ways to teach better behaviour and consider a child's needs and stage of development. Consequences are fair and consistent, maintaining respect between adult and child and are followed with opportunities to rebuild relationships.

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. Take up time is considered for the child. They are advised what the next sanction will be if the inappropriate behaviour continues.

Step 2

The child is moved to a designated area for some time to reflect on the inappropriate aspects of their behaviour. An adult will talk with the child about how they might have done things differently to achieve better outcomes for all. Inappropriate aspects of their behaviour are discussed with them so that they are aware of the changes they need to make. They are advised what the next sanction will be if the inappropriate behaviour continues. 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.

They will be supported to understand why they have been asked to take a break from play. If the inappropriate behaviour takes place when the class teacher is not present, it is reported to them at the earliest opportunity.

A child may have an agreed consequence as part of their behaviour plan. Any sanction needs to be followed up with restoration of the relationship with their key adult at some point that day. The child is reminded of the fact that they are very close to being sent to the Headteacher or Lead teacher.

Step 3

The child is given a 'needs improvement dojo' and the staff member explains to the child why it has been necessary to give this. Parents / carers will receive notification of this dojo and a message will be sent to explain the reason for this sanction. We expect families to support their child to reflect on this outside of school. Inappropriate aspects of their behaviour are discussed with them so that they are aware of the changes they need to make. They are advised what the next sanction will be if the inappropriate behaviour continues.

Step 4

The child is moved to another classroom for some time to reflect on the inappropriate aspects of their behaviour. Inappropriate aspects of their behaviour are discussed with them so that they are aware of the changes they need to make. They are advised what the next sanction will be if the inappropriate behaviour continues.

Step 5

The child is sent to the Headteacher or Lead teacher who discusses the behaviour with the child and parent / carer 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 5, bypassing all other sanctions.

If more than one Step 4 incident occurs in a school week, a meeting is set up with the child, parents, class teacher and 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, SENCO and parents / carers 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.

Please see Appendix for our child friendly version of school sanctions

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Bullying

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

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Any instances of sexual harassment and sexual violence will be referred to the DSL, who will follow our safeguarding policy with regards reporting incidents. All children involved will be supported to understand the seriousness of the incident and may need access to specialist support. Children who have been the instigators of sexual harassment and sexual violence will be referred for further support due to the serious nature of these incidents, particularly in the age group at Nunney First School.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether

to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Use Of Reasonable Force

Wherever possible, de-escalation strategies will be used to prevent the use of reasonable force.

Adults working in the group will attempt to persuade a dysregulated child to leave the classroom to walk to a nearby safe space already pre-decided in order for the child to calm. If the child becomes more disruptive and a danger to others, all children will be evacuated from the teaching area and taken by the HLT/TA allocated to the group/bubble, to the indoor or outdoor space allocated to the group/bubble. The teacher will stay to address needs relating to the child with the dysregulated behaviour. The teacher will call on the Headteacher as required.

If dysregulated, children will be allowed to leave the classroom and encouraged to walk to a nearby safe space already pre-decided in order for the child to calm. The child will be tracked at a distance, by a supporting adult.

Any child who may exhibit behaviours which place them or others in danger will have their own risk assessment. In partnership with the child's parents and input from agencies involved in supporting the child, consideration will be given to whether the child should be on site whilst stringent infection control measures need to be in place.

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 prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or that of other children;
- to prevent a pupil behaving in a way that risks their safety or that of others during a school event or a school trip or visit;
- to prevent a pupil from attacking a member of staff or another pupil or to stop a fight on the school site;
- to restrain a pupil at risk of harming themselves through physical outbursts;
- to prevent damage to property which would render the environment unsafe.

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 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, behaviours which cause challenge. 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. The Behaviour Learning Plan may be part of a larger Assess Plan Do Review process, where targets are set and shared with home and school working together to support the child.

Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

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.

Additional Support

Behaviour can be an indicator of safeguarding concerns, and all staff are encouraged to consider this as part of their annual training. Behaviour incidents of concern, even if low level, are reported using the school's safeguarding forms. Two safeguarding leads and the safeguarding governor are responsible for reviewing these and taking timely action to support children.

Where behaviour is a possible indicator of further challenge, an Early Help Assessment may be completed in liaison with parents/carers to access further support and assessment. Parents will be fully involved in this process and will need to consent to the EHA being submitted. Parents will be supported to understand the possible outcomes of the EHA and the application process. The SENCO may discuss children anonymously with professionals and if specific guidance is required they will seek consent to share information.

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.

For more information, please see the Partnership Trust Exclusions Policy

Roles and responsibilities

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Ongoing training and guidance is lead by research in strategies to support.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Establishing open and honest relationships with parents

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Implementation Of The Behaviour Policy

This Behaviour Policy has been written by the staff of Nunney First School and approved by the governors to manage behaviour in our school. Children in the school were consulted to inform our policy with regards praise and sanctions. 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 annually.

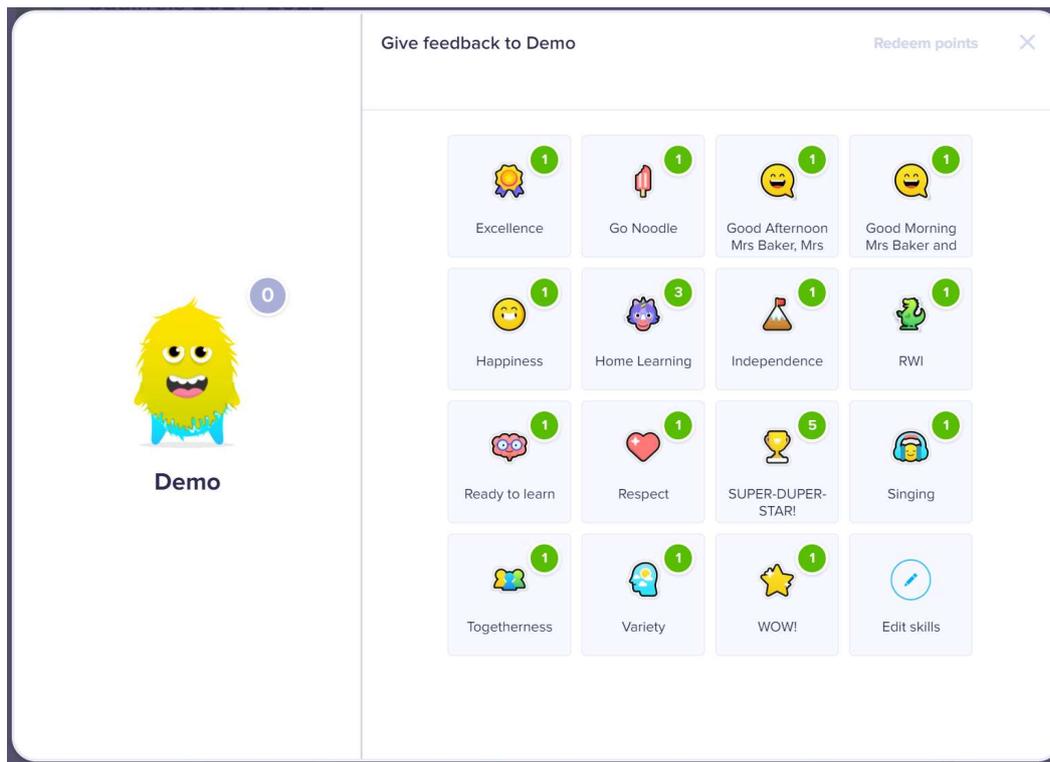
Reviewed 22nd March 2022

Signed:

To be reviewed by: **March 2023**

Additional documents

Example of categories used for ClassDojo points:



Survey questions for children with regards rewards:

Is your teacher proud of you?

Do you get praised for:

Working with others?

Being kind?

Being helpful?

Being respectful?

Working on your own?

Trying new things?

Excellent work?

Have you received a certificate?

How do certificates make you feel? Sad, worried, nothing, happy, excited.

Do you want to get a star?

Are you proud of your work?

What happens if I don't display our school values?

After being reminded of the school values and our expectations:

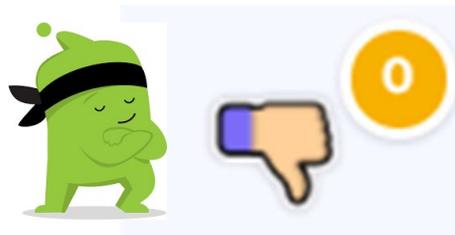
1. Verbal Warning



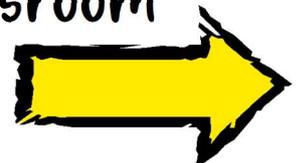
2. Thinking space



3. Needs work DOJO



4. Time to reflect in a different classroom



5. Sent to the Headteacher

Parent informed



Example of a Learning Superstar certificate:



Example of a values certificate:

