
NUNNEY FIRST SCHOOL

Behaviour Policy



Approved by the Board of Governors of Nunney First School

Governor	Samantha Osment
Acting Headteacher	Mrs Verity Baker
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BEHAVIOUR POLICY

The 'Frome Approach'

Nunney First School is proud to be a part of The Frome Learning Partnership (FLP). The aim is to develop strong and positive relationships for learning within all schools and to adopt a common approach and greater consistency to managing behaviour as well as being more capable to intervene early and meet individual children's needs.

The beliefs that underpin 'The Frome Approach' are based on the following values:

- Behaviour is the responsibility of everyone working within the FLP
- Behaviour is a response to life experiences and their effects
- Early parenting experiences have a huge impact on how well children can manage at school
- Children can be functioning at a much younger age emotionally than their chronological age
- Children rely on their peers and key adults to make positive behavioural choices as they grow and develop

In addition to this, four areas of development have been identified which underpin the FLP Approach.

They are:

- Early intervention/clear referral pathways
- Alternative curriculum opportunities
- Improving the exchange of information on all children at school transition points as well as between services, where necessary
- Training of all FLP staff on current education theory and principles with a particular focus on attachment trauma and its impact on children's development

Rationale

This policy has been written following consultation with children, parents, staff and school governors. It reflects the values and principles that are considered to be important for our children, their families, our staff and FLP schools.

Positive behaviour and secure relationships within school, play a vital part in ensuring progressive learning and outcomes for our children. A strong, realistic and holistic behaviour policy enables the FLP to build and develop a positive, inclusive culture within all Frome schools that underpins and celebrates our children's successes and achievements.

The FLP promote and recognise positive behaviour. They recognise that challenging behaviour can be the result of life trauma and a child's needs not being met. They ensure that unacceptable behaviour, bullying, racism and any form of discrimination are not tolerated and suitable support and consequences are put into place.

Nunney First School Principles

- The School Community consists of all pupils, parents, carers, staff, visitors and governors of a school
- Everybody within the School Community should understand and accept the principles on which the Behaviour Policy is grounded
- All members of the School Community will be listened and responded to
- All members of the School Community are considerate towards the learning needs of one another and supportive of the school
- Pupils and staff are entitled to learn, play and work in a safe and secure environment
- All members of the School Community show respect for one another
- Positive behaviour is always encouraged and consequences are in place for unacceptable behaviour
- Our THRIVE values of Togetherness, Happiness, Respect, Independence, Variety and Excellence are actively modelled and promoted throughout the school to support and sustain positive behaviour
- Pupils will act as ambassadors for the school and promote its positive values in and out of school

Roles

Staff will:

- Treat pupils with respect
- Know their pupils and their names
- Have high expectations of themselves and their pupils
- Model good and positive behaviour
- Teach and promote social and emotional aspects of learning
- Investigate incidents carefully and promptly, listening to both sides of the story
- Ensure classrooms and other areas in school provide a safe and attractive learning environment
- Prepare lessons carefully to meet the needs and abilities of all pupils
- Apply rewards and consequences consistently and fairly
- Involve pupils in the process of creating class and school rules and guidelines
- Work with pupils, families and other agencies to ensure their pupils' needs are met
- Ensure smooth school transition for pupils by working closely with other schools

Pupils will:

- Attend school and arrive in good time before the bell rings at 8:45am
- Treat all school staff and other pupils with respect
- Work hard in class and allow others to work
- Behave in accordance with the THRIVE school values
- Look after other children in the school

- Report any accidents and incidents to an adult
- Look after and respect school equipment and property

Parents and carers will:

- Respect and reinforce the THRIVE school values
- Ensure their child attends school with the correct clothing and equipment and arrives in good time before the bell rings at 8:45am
- Ensure that on school days, children have had a good night's sleep and a good breakfast
- Support their children in completing homework and show a genuine interest in their learning
- Treat school staff and the school community with respect
- Model positive behaviour to their children both in and out of school
- Notify the school of their child's needs and any concerns they might have

Our School Values

Our school values are reflected in everything we do at Nunney First School.

They are prominently displayed throughout the school as well as being shared and celebrated during lessons, assemblies and with our families. Pupils have a strong understanding of what our THRIVE Values mean and the importance of them at school and beyond.



Classroom Strategies: 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 with their learning
- 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 and respect
- 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 start the next day afresh

Rewarding Good Behaviour

Positive reinforcement for expected behaviour is by far the best way to promote excellent behaviour at 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 the 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 pupil's work to celebrate their achievements and to model pride in their 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, or choosing a film to watch together.
- 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 two children per class are chosen to receive a certificate and praise in assembly.
- The school also engages in national and international activities, rewarding children with certificates.

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 (SENCO) 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 regularly.

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 that is to be discouraged, find ways to teach better behaviour and consider a child's needs and their stage of development. Consequences are fair and consistent, maintaining respect between adult and child and are followed with opportunities to rebuild relationships.

Step 1 – Verbal warning

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 – Thinking space

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 inappropriate 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 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 Teacher-in-Charge.

Step 3 – Needs work DOJO

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 – Time to reflect in a different classroom

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 – Sent to the Headteacher, parent informed

The child is sent to the Headteacher or Teacher-in-Charge 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 will immediately go to Step 5, bypassing all other sanctions.

If more than one Step 4 incidents occurs in a school week, a meeting is set up with the child, parents, class teacher and SENCO to agree appropriate targets for improvement. An Individual Behaviour Plan 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.

Please see the Appendix for our child-friendly version of school sanctions

If unacceptable chosen behaviour is ongoing or persistent despite rewards and consequences, then the Headteacher and SENCO will set up a Positive Behaviour Support Plan (PBSP) with parents and the child. If a child's behaviour is considered to be part of a broader Social Emotional Mental Health (SEMH) concern then parents, SENCO, class teachers and other relevant staff will work together using the SEND code of practice to ensure the child has accessed the correct level of support before further steps are taken (see SEND policy). If there is no improvement then the school may refer to the FLP's Permanently Excluded & Vulnerable Pupil Panel (PEVP).

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 on an appropriate way forward.

For more information, please see the Partnership Trust Exclusions Policy

Serious Situations

All Frome Schools, including Nunney have agreed that:

Physical, verbal and racist attacks and bullying are serious offences to which the School has a duty to respond firmly to protect the victims of such behaviour. In these cases, a child may be excluded for a fixed term period in the first instance. Parents and the Headteacher will be involved in dealing with such cases. In extreme cases, the Police may be involved. Schools have a legal duty to report racist behaviour to the appropriate authorities.

Where a situation occurs where there has been unacceptable behaviour or a serious incident has occurred the school must respond appropriately in the first instance. After that, the school needs to work to understand what may have triggered the action and a plan should be put in place to ensure that future incidents are minimised and the behaviours are managed.

Reparation

We will ensure that children will be given opportunities to rebuild relationships and take steps to repair any hurt that has been caused by their behaviour. This allows for a 'clean slate' without a feeling of shame. Reparation will happen as soon as it is appropriate and possible following the incident.

Confiscation

Any prohibited items found in a pupils' possession will be confiscated and disposed of appropriately. 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 the Senior Leadership Team and parents, if appropriate.

For further information please see the Department for Education 'Searching, screening and confiscation. Guidance for Headteachers, school staff and governing bodies.' February 2014

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.

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 from behaving in a way that disrupts a school event or a school trip
- to prevent a pupil from 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
- 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.

Dealing with Inappropriate Behaviour of Parents, Visitors and Other Adults in the School

The school has a legal duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents. Only persons with the 'right' to be on the school site, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to children, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school will take action that it considers necessary to prevent a repeat of that behaviour.

Monitoring Arrangements

This policy will be reviewed biannually by the Headteacher. At every review, it will be approved by the full Governing Body.

APPENDICES

APPENDIX A

Example of categories used for ClassDojo points:

The screenshot shows a ClassDojo profile for a user named 'Demo'. On the left, there is a yellow monster avatar with a score of 0. Below the avatar, it says '1 parent connected' and 'Message family'. The main area is titled 'Give feedback to Demo' and 'Redeem Points'. It features two tabs: 'Positive' (selected) and 'Needs work'. A grid of 16 categories is displayed, each with an icon and a point value in a green circle:

Category	Points
Great answer	1
Happiness	1
Home Learning	5
Independence	1
Making Connections	1
Music	1
P.E.	2
Participating	1
Peaceful	1
Purple Learner Being Ready	1
Purple Learner Resilience	2
Reflective thinking	1
Resilience	1
Resourcefulness	1
Respect	1
Show my learning	2

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

After being reminded of the school values and our expectations:

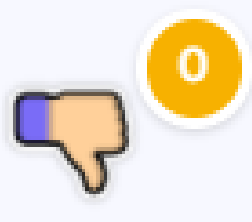
1. Verbal Warning



2. Thinking space



3. Needs work DOJO



4. Time to reflect in a different
classroom



5. Sent to the Headteacher
Parent informed



APPENDIX C

Example of a Learning Superstar certificate:



Example of a values certificate:

