
St
Nicholas-
at-Wade
Church of
England
Primary
School

Behaviour Policy

September 2021
To be reviewed 2023

St Nicholas-at-Wade Church of England Primary School

Behaviour Policy

Introduction

This document is a statement of the aims, principles and strategies for St. Nicholas-at-Wade Church of England Primary School.

Every child has the right to learn but no child has the right to disrupt the learning of others.

Outstanding behaviour and discipline in school is essential to successful teaching and learning. We believe that children have a right to feel valued and respected. We emphasise the need for positive relationships and mutual respect for each other within a caring and secure environment.

Christian Statement

The Christian faith is communicated within every aspect of school life, collective worship, teaching and learning through policies and practice. Our Christian values support outstanding behaviour in school.

Aims

- To ensure appropriate behaviour and language throughout the school.
- To encourage and praise effort in both learning and behaviour.
- To ensure a whole school approach to discipline that is, used consistently, approved by all staff in school and understood by all pupils and parents.
- To ensure that all parents are informed and are aware of disciplinary procedures.
- To ensure that, when school staff deem it necessary, parents are kept informed of any behavioural issues and are partners in dealing with that behaviour.
- To allow pupils to develop and demonstrate positive abilities and attitudes.
- To ensure a safe, caring and happy school.
- To promote good citizenship.
- To create a community in which effective learning can take place, in which there is mutual respect and where there is care and consideration for the school environment.
- To prevent bullying (see anti-bullying policy).

The 5Bs

To achieve our aims, in consultation with stakeholders, the school has adopted the 5B's as its overriding code of behaviour. (Appendix A) In addition all stakeholders have specific responsibilities within this:

Pupils

- Should have ownership of the 5B's code
- Should be polite, well behaved and courteous at all times.
- Should work co-operatively with their peers and with staff and have a high expectation of themselves and others.
- Should take responsibility for their own actions.
- Should care for and take a pride in the physical environment of the school

Parents

- Support and participate in the life of the school and should be partners in their child's learning through homework, classroom activities, out of school activities and other extra curricular activities.
- Sign up to the school's Home School Agreement.

Staff

- Provide a well ordered environment in which all are fully aware of behavioural expectations and the 5B's
- Ensure 5B's and reward charts are displayed in class.
- Deal with problems in a caring and sensitive manner.
- Treat all children and adults as individuals and respect their rights, values and beliefs.
- Foster and promote good relationships and a sense of belonging to the school community.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.
- Encourage, praise and positively reinforce good relationships, behaviours and work.
- Care for and take a pride in the physical environment of the school.
- Work as a team, supporting and encouraging each other.
- Record incidents of poor behavior and how it has been addressed.

Rewards

Each child has a house coloured behavior card both reward points and "stings" are recorded on this card. Children can earn stickers or ticks on their cards for excellent work, effort and behavior. When a child receives 25, 50, 75 etc reward points they visit the head or Deputy and will be awarded a certificate in Friday's presentation assembly. Each class has a running

tally of reward points for each child and house that is conveyed to the whole school house competition board in the hall.

All teachers will also employ particular strategies such as raffle tickets and pasta in the jar depending on the needs of the cohort to promote good behavior for learning in the classroom. Once the pasta is in the jar it can't be removed!

Strategies to promote our aims

In Class

Within classes there are a number of positive behaviour management strategies in place.

In Reception and class 1 a flower, busy bee, honey pot, sad bee and stingy bee are used to promote positive behaviour. In term 5 Year 1 will move towards the traffic light system. A child who is put on stingy bee will be sent to discuss their behavior with a member of the senior management team.

Across the rest of the school the traffic light system is used.

Traffic Light System

Blue

If a child has shown **outstanding** behaviour and effort. They may be sent to the Head or Deputy to be rewarded.

Yellow

If pupils show excellent effort and behaviour they can move to yellow which would lead to additional ticks/stickers on their reward card.

Green

All children begin on green and their names are placed on the green circle. This signifies good behaviour.

Orange

If a child does not follow the established class rules and cause interruption they are given a warning. If they persist with disruptive behaviour they are asked to move their name onto orange.

Red

If a child on orange persists with negative behaviour they are given a further warning. If they continue they are moved to red. Being on red then causes a sanction –change of seating in class, time missed from play, removal to an alternative class.

Being on Orange or red results in a “sting” being recorded on an individual’s card if a large number of “stings” are recorded this will prompt a meeting with SLT and parents.

On the playground

Playtimes and lunchtimes lack the classroom formality and structure. Children have to be more reliant on their own social skills and self discipline. They need opportunities to develop correct attitudes and qualities, and suitable strategies to cope with conflict.

Adults on duty should try to be pro-active, praising and encouraging pupils who are engaged positively. However, for those children whose behaviour is not acceptable the following should apply:

1. VERBAL REPRIMAND
2. RESTRICTION - to another part of the playground
3. TIME OUT – pupil has to ‘stand out’ for up to 5 minutes
4. REPORT to duty teacher
5. FIXED WITHDRAWAL – up to one week off the playground under supervision
6. LONG TERM WITHDRAWAL – up to three weeks under supervision
7. SUSPENSION – pupil has to go home at lunchtimes

Records

All teachers and break supervisors keep clear records on target tracker.

Essex Target Tracker will be used to record significant behaviour issues, actions taken and any meetings with parents. Children’s initials/ date and adult writing used in target tracker entries.

If consistent unacceptable behaviour disrupts the learning or playtime of others, parents will be informed and invited to discuss the situation with the class teacher in the first instance. At this meeting an individual behaviour support plan may be put in place. If behaviour does not improve then a further discussion will be arranged with a member of the SLT. A record of behaviour and the subsequent action taken will be kept.

Exclusion

In very rare circumstances it may be necessary to exclude a child who has displayed dangerous behaviour(putting themselves or others at risk), persistent poor behaviour, or

who continually challenges authority in school. In this circumstance KCC procedures will be followed.

Outside agencies

Any worries about the pupil should be discussed with the Inclusion Manager. There are times when the advice of outside agencies will be required. This will result from discussion between the class teacher, Inclusion Manager and Headteacher or from discussion at the LIFT which take place termly. Therefore teachers and LSAs need to document evidence of behaviour carefully so that it can be collated when required. Parents will be informed and involved at all stages in this procedure. Outside agencies include: Specialist Teaching Service, Educational Psychologist, Behaviour Support Service, Primary Intervention Programme, Teacher for Hearing Impaired, Teacher for Visually Impaired, Speech Therapist, Physiotherapist, Pre-School Advisor, School Doctor and Social Services.

This policy will be reviewed biannually and agreed changes will be incorporated as necessary.

September 2021

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Appendix A

The 5 B's

Be respectful

Be polite, listen to others and take care of property.

Be kind and gentle

Think about other people's feelings.

Be careful

Make sure you are in a safe place and act in a safe manner.

Be responsible

Be sensible and take responsibility for your actions.

Be the best you can be.

Do your best in everything you do.

