

# **Sneinton St Stephen's Church of England Primary School**

## **Behaviour Policy**

### **Ethos**

**“All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.”**

At Sneinton St Stephen's Church of England Primary School we endeavour to create a safe and stimulating environment where everyone knows that they are all valued as God's children. We have high standards in achievement and behaviour underpinned by the Christian ethos and values of our school. We will provide an educational and social experience to meet the learning and emotional needs of all our pupils within the framework of a caring, supportive and structured environment. Pupils will be helped to develop their individual potential for growth, self-worth and self-control through experiencing clear and consistent guidance and support on appropriate ways of behaving towards other people within the school and the outside world.

### **Values**

We strive to educate our pupils in a Christian environment which embodies Christian values. We have defined these values as; Peace, Love, Respect, Kindness, Trust, Patience, Forgiveness, Joy, Generosity and Truth.

### **Aims**

Our aim is to encourage all pupils within the school to:

- Learn to develop an understanding of the ways their behaviour affects other people.
- Learn to respect the reasonable needs, wishes and feelings of others.
- Learn to control and take responsibility for their own behaviour.
- Learn to develop a responsible, supportive and caring attitude towards other people.
- Learn to develop a respect for property and for their environment.
- Consider the impact that their behaviour has upon learning.

- Understand that a partnership between home and school exists in order to promote acceptable behaviour in school.

### **School Charter (Rules)**

Our 'School Charter', if applied consistently and fairly, will ensure that all pupils have a right to learn and all staff have a right to teach. Staff and visitors in school are positive role models for our children. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times

At the beginning of each academic year pupils will develop a '**Class Charter**' under the direction of their class teacher. Each 'Class Charter' will use age appropriate language. Pupils will produce a display of 'The Class Charter' for their own classroom.

'Class Charters' will follow the basic principles of 'The School Charter':

- Keep hands, feet and objects to yourself.
- Walk quietly in school.
- Use appropriate language
- Treat others with respect.
- Show good manners at all times.

### **School/Parent Charter**

The school will:

- Keep parents/carers informed of any issues relating to their child both positive and negative
- Speak to parents politely and with respect
- Listen to parent/carer concerns about their child and investigate them thoroughly
- Support parents in their child's learning and behavior

Parents/Carers will:

- Bring any concerns about their child to the class teacher
- Speak to staff politely and with respect
- Not approach and speak to children or parents that they have an issue with
- Support staff in their child's learning and behaviour

### **Teaching and Learning**

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of learning. We aim to establish and maintain routines in the classroom and to train staff and pupils to observe these routines. This helps to maintain boundaries and support the pupils to self-manage their behaviours.

Guidelines for classroom practice

- We plan learning thoroughly to be stimulating, coherent and well-organised.
- Lessons begin with clear expectations of progress and success criteria for the lesson is agreed
- Each lesson ends with an opportunity for self-assessment of learning
- We make sure that the room is tidy and laid out thoughtfully and all the materials and equipment are ready for use.
- We establish positive expectations of behaviour.
- We model clear communication and positive interactions between each other and between adults and pupils.

We establish and insist on routines for:

- entering the classroom.
- seating arrangements.
- sharing a visual timetable for the day.
- distributing and using the equipment needed.
- transition between carpet spaces and classroom tables.
- walking between areas of the school building.

### **Class Dojo**

At Sneinton, we value positivity as a major tool in supporting children to manage their own behaviour. To support with this philosophy, we use the app '**Class Dojo**', where children's positive behaviour can be rewarded through carefully chosen 'Dojo Points'. These points reinforce school values (for example children can be rewarded for being kind or respectful), support children in managing their own behaviour (for example 'managing emotions') and encourage positive behaviour, for following school rules or excellent effort in lessons. Each child's profile can be accessed by their parents, and Class Dojo facilitates a working relationship between teacher and parent, enabling open communication and an honest representation of a child's behaviour.

## Rewards

Our reward system acknowledges and celebrates academic and pastoral achievements and positive behaviours. Positive recognition motivates pupils to observe our 'School Charter' and reach their full potential. Our focus is on:

- **Positive** achievements and behaviours.
- Raising self-esteem.
- Creating a **positive** learning environment.

The rewards we operate are:

**RewardTime**- At the beginning of each week every pupil starts with 20 minutes Reward Time. Pupils must achieve 75% positive Class dojo points across the week. Class teachers will decide on what **structured educational activity** will be set during Reward Time e.g. PE, art etc. Pupils who have lost minutes will accompany the class with the class teacher and complete an appropriate educational task.

**Star of the Day**- Each class teacher will select **one** pupil each day who they feel they would like to highlight their positive achievements or positive behaviour. This pupil will be given the opportunity to wear the:

- KS1 + KS2: 'Star of the Day' rosette in school the following day
- EYFS: 'Star of the Day' crown in school the following day

### **Merit Assembly-Friday 2.40pm, parent/carers invited.**

- Merits will be awarded to **one** pupil per class. Merit pupils will be introduced by the class teacher and will share their work with the assembly. Pupils will receive a quality Merit Certificate and a small prize (after they have shared their work).
- Attendance for each class will be celebrated at Merit Assembly every week.
- Role of Honour for '**Living our School Values**' will be set up in the hall. Each class teacher will nominate **one** pupil per week. They will be celebrated and their laminated pictures placed on the Role of Honour board. (The class teacher must bring a laminated picture to assembly each week). The class teacher will upload a photo onto the school website (if photo permission allows).

## Head Teacher Award

Pupils who have made any outstanding achievement can be sent to the Head Teacher to celebrate their success. Achievements can be in many forms e.g. a piece of outstanding work, improvement in behaviour, living the school values.

## Restorative Justice (RJ)

Staff will receive training on how to administer RJ. Further reading can be found on staff share- 'RJ information'.

We are aware that some pupils may need some extra support at a given time to follow our 'School Charter'. When providing this support we must always remember we want **restitution not retribution and reconciliation not revenge**. We will create a supportive culture where all those affected by an incident are involved in finding a mutually acceptable way forward.

RJ allows opportunities for pupils to reflect on, take responsibility for and learn from their own behaviours. During reflection pupils will be encouraged to think about:

- How has your behaviour affected others?
- What could you have done differently?
- How can you make amends/move forward?

## Sanctions

For those pupils who **persistently** fail to follow 'The School Charter' and **seriously** disrupt their own learning and the learning of others, the following sanctions will apply. These sanctions will be recorded on the pupils report on Class Dojo.

1. **One** verbal reminder of appropriate behaviour expectations.
2. Pupil is given a warning on Class Dojo. (-2 Dojo points)
3. Pupil receives time out = 5 minutes out in a nominated area within the classroom. (-3 Dojo points)
4. Pupil is sent to paired class. (-4 Dojo points)
5. If learning is still being disrupted then pupil will be expected to complete a grounding within school.

**Fresh Start-** As part of our school value 'forgiveness' it is vital that pupils are given the opportunities to have a 'fresh start'.

- Consequences will be refreshed at the end of each morning/afternoon session
- Class Dojo will be refreshed at the beginning of each morning session.

### **Paired Class**

**Pupils must be sent with appropriate work.**

- Year 1, 2, 3, 4 & 5 will go to paired class in next Year up.
- Year 6 will go to DHT- this is part of preparation for Year 6 to Year 7 transition.
- Pupils should be escorted by another pupil.

### **Grounding**

- KS1- 15 minutes, KS2- 30 minutes.
- Groundings, as far as possible, will take place on the same school day.
- If a parent/carer is unable to make arrangements for a late pick up after school the grounding will be transferred to an **after school** grounding on the following day.
- Parents/carers will be contacted by the **class teacher**. The class teacher will log the grounding on an 'Incident Form'
- Pupils will be supervised by a member of SLT.
- Pupils will be given the opportunity of RJ.

### **Reporting of Incidents**

- Serious incidents, including incidents of single equality, are reported following the school's Single Equality Policy. Incidents are logged on to the digital SIMS system for individual pupils and paper 'Incident Forms' are kept in the Deputy Head of School's office.
- Single Equality incidents are reported to the governing body and local authority, if appropriate.

### **Individual Behaviour Logs**

It is crucial to keep an accurate and up to date log of behaviours that cause concern. This will allow us to:

- 'Paint a picture' of the pupils' behaviour and allow us to provide appropriate support through an Individual Behaviour Plan (IBP).
- Give parents/carers an accurate account of behaviour in order for them to provide support.

- Class Dojo will record behaviour over time.

### **Individual Behaviour Plans (IBP)**

Some pupils may require additional support at some time to work within our 'School Charter'. Risk assessments and individual handling policies will form part of a child's IBP. In such cases an IBP will be drawn up by the Deputy Head Teacher and the Learning Mentor in conjunction with the class teacher, parent/carer and pupil.

### **Off-site Seclusion (optional depending on the child)**

- After discussion with parents/carers and with their consent a pupil may spend up to three days at another school in seclusion.
- The pupil will be transported to and from school by a suitable member of staff who then supervises the pupil. Work must be provided by the class teacher.
- The pupil will return to school with behaviour contract in place (discussed with parent/carer, pupil and key members of staff).

### **Exclusion**

Only the Head Teacher or Head of School can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

A placement at a Nottingham City Local Authority pupil referral unit is considered to be a continuation of education at Sneinton C of E Primary School following a period of exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. The Head Teacher/Head of School will notify parents of this decision. Lunchtime exclusions are counted as half a school day.

A decision to permanently exclude a pupil will be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child permanently is a serious one. There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff;
- b) Sexual abuse or assault
- c) Supplying an illegal drug; or

d) Carrying an offensive weapon

**Lindsay Clark**  
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