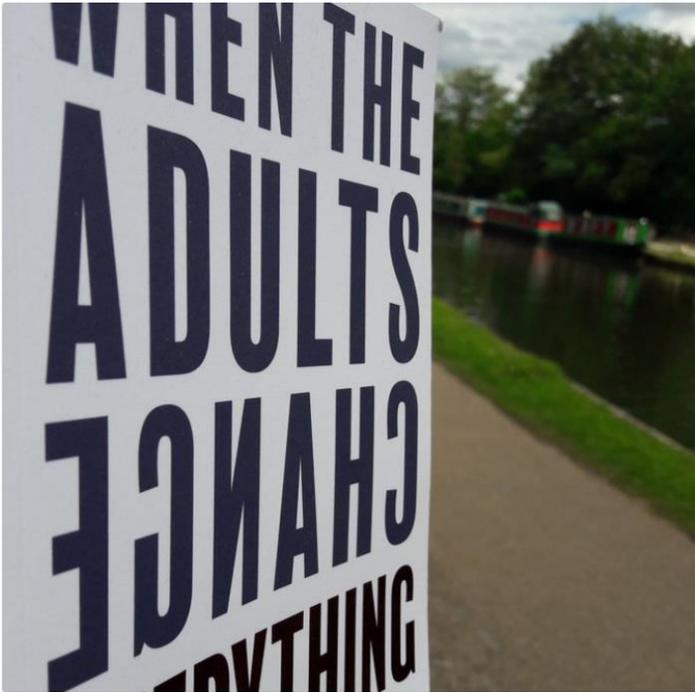




Behaviour Policy

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE



Be ready to learn

Be respectful

Be safe

Reviewed by SLT

Autumn 2018

Submission for adoption by Governors

Spring 2018

Next Review Date:

Autumn 2019

Be Ready
Be Respectful
Be Safe

Teaching Standard focus:

- Manage behaviour effectively to ensure a good and safe learning environment • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Aim: To support positive behaviour

We will foster a school community where children can learn and develop as caring, responsible and respectful citizens. We recognise that within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs. We strive to create a safe, stimulating and inclusive environment where all our children and families feel happy and secure. The environment is designed to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum.

The safety and well-being of our children is our number one priority. Every child matters and this principle leads everything that we do within the school community. We believe that all children should be kept from harm and protected, and that they should be given the opportunity to reveal how they feel in various situations. The school has effective multi-agency links when information can be appropriately shared to help children achieve and be successful.

Learning Mentors

Three Learning Mentors are employed within the school including a Pastoral Manager. They provide a complementary service to teachers and other staff, addressing the needs of learners who require assistance in overcoming barriers to learning in order to achieve their full potential. Our Learning Mentors work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages.

Attendance

Good attendance and punctuality are important habits that we want to develop to help children succeed in the future. Every lesson counts, and being in school every day gives children the best opportunity to be successful with their education. We celebrate both those pupils with 100% attendance and those with significant improved attendance. We provide support with transport to help families overcome difficulties with attendance and punctuality.

Our Community

We understand the importance of involving families and the wider community in encouraging children's positive behaviour. Teachers have regular contact with parents and carers from informal chats to three formal parent's evenings and termly progress reports. There are many channels of communication used between school and the home: phone calls home; Class Dojo Messaging and postcards home. During these times, teachers give praise for positive attitude and behaviours shown by the children as well as informing parents of times when children have made the wrong choices.

We aim to build positive relationships with families through events held during the school year. These may include school trips, assemblies, summer fairs, curriculum themed weeks and charity days. Families are kept informed of the school curriculum through parent overviews and weekly newsletters so they are able to support their children with homework tasks. We also organise coffee mornings and workshops to help inform families about curriculum trends and supporting parents to be able to help children tackle strategies in English and Mathematics. This partnership between school and home is essential to show children the importance of continuing their learning beyond the school gates.

As a way of encouraging our pupils to show respect, we require them to wear school uniform and we ask parents and carers to ensure their children are dressed appropriately for school every morning. Children should also have PE kits in school so they can participate in all activities during lessons.

Safe and secure environment

All appropriate measures are applied in relation to everyone who works in the school. This includes volunteers and staff employed by contractors. All children are encouraged to share any concerns or worries they may have and they can do this in a variety of ways, e.g. talking to their teacher, a member of support staff or lunchtime supervisors. Learning Mentors and our School Home Link co-ordinator support our most vulnerable children and families. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. The school shares a commitment with parents to educate, keep children safe from harm and have their welfare promoted. All members of staff are

clearly identified, and it is the policy of the school to challenge any person not identified appropriately.

As we strive for the greatest learning community, we are passionate about our learners achieving their very best within our school. Every stakeholder has an impact on our children's positive learning behaviour therefore a variety of strategies are put in place to facilitate this. Positive comments and feedback is regularly given to our learners on how to behave appropriately throughout the wide curriculum opportunities we give them. This prepares them with lifelong behaviour skills for a variety of different social situations.

Catching the "Good" and the Class Dojo

"Be Ready, Be Respectful, Be Safe" are our three school rules, and examples of "Green" and "Red" behaviours clearly displayed around the school making expectations clear to all children and adults. Our focus is on "Praising the Positive" and "Catching the Good". Behaviour is a collective responsibility and feeds into the whole school community.

Verbal praise and 'Dojos' are our main reward system ensuring pupils' achievements are immediately recorded and shared. Class Dojos are highly visible on the interactive whiteboards and children are encouraged to reward or sanction their behaviour by selecting relevant category. This allows children time to celebrate a positive behaviour or reflect on poor choices. By encouraging the children to select their own Dojo it allows the children to deepen their understanding that behaviours are always their responsibility. The environment also promotes good emotional well-being due to various displays celebrating achievements through work and photos. Each class has a behaviour display which outlines the expectations for positive behaviour and is established at the start of the academic year. The display includes our three rules and a signed agreement between the teacher and the children. Teachers use praise, Dojos, Star of the Day. Most children understand what is not acceptable and the majority of unwanted behaviours are dealt with at this stage by the teacher. For the children who demonstrate good learning behaviour throughout the whole week they can be rewarded in a number of ways: behaviour awards in assembly; texts sent home; "Caught being Good" board; messages home via Class Dojo; half termly rewards; letter home to parent from the Head Teacher. We recognise consistently good behaviour including through certificates for 98% + attendance each term. In addition, we also celebrate those children with the most improved attendance via a weekly phase assembly. Children from each year group are selected as 'Pupil of the Year' at the end of the academic year and are presented with a Head Teacher's award. We believe these behaviour strategies convey the message to all pupils that behaving appropriately in school is paramount to enable a positive behaviour for learning climate.

Respecting each other

In those cases, where children need more support to control their behaviour there are many systems in place to help them. Our team of Learning Mentors are usually the first port of call and our Inclusion Manager are there to ensure that everything is followed up and where appropriate establish pastoral support, and beyond is implemented, therefore, ensuring the best possible outcomes for all pupils.

Children's rights

Pupils' rights and responsibility are championed. Every child has the right to be fully informed of responsibilities, rules and routines. At Nansen Primary School, every child has a voice and an entitlement to be heard. Teachers strongly encourage children to be "active listeners" within lessons demonstrating positive learning behaviour.

UNICEF Rangers

Each class has a pupil represented in the UNICEF Rangers group, and regular opportunities are provided for the rangers to seek and collate the views of their peers, and share discussion and actions direct from UNICEF meetings. Staff members are represented at UNICEF meetings and pupil/staff dialogue is built into daily community routine.

Broad and balanced curriculum

Ensuring pupils' entitlement to a broad and balanced curriculum is at the heart of everything we strive to do at Nansen Primary School. Our teachers and support staff are trained to plan and deliver quality lessons in every subject of the curriculum. Good behaviour, which ensures all pupils are able to access every aspect of the curriculum, is taught during PSHE sessions and class circle times and is a regular theme for assemblies. Our Sports Coaches are trained in variety of sports and physical activities and they promote the participation and engagement of all children regardless of ability. Nansen Primary School offers a wide range of extra-curricular activities, which include for example: a range of sports; choir; maths; cooking; gardening; art and ICT. Visual timetables are displayed in each classroom ensuring a smooth transition between timetabled activities. Differentiated weekly homework also appears on this, along with times for it to be handed out and completed. We try to ensure that we use the outdoor learning environment and off site visits across the school in order to promote learning within our society. These visits form an integral part of our curriculum. Broad and balanced curriculum

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Encouraging curiosity

Encouraging curiosity is an important part of a child's education and at Nansen Primary School we strive to ensure we provide many opportunities for children to embrace their inquisitive nature and to make their own choices with the learning. We aim to give them the skills and behaviour strategies to manage their choices and develop their learning with growing independence. Practical and outdoor learning is important within a child's development. Outside learning, particularly in 'Forest School' is promoted across the whole school and teachers also plan a range of practical activities within the classroom which encourage and support pupils to work together.

Positive behaviour strategy

Our approach to positive and negative behaviour is set out in our Behaviour Strategy document. This demonstrates that where children are unable to make the right choices the school has a range of support and ultimately sanctions, which can be applied in order for the children to reflect on their behaviour. Core to this strategy is praising the positive, collective responsibility and regular effective communication with both child and parent/carers.

Where necessary a child may be supported with an individual behaviour support plan, which will be drawn up in collaboration with the teacher, child, parent, Learning Mentor and Inclusion Manager.

The school reserves the right that in the event of serious misbehaviour that they may use internal or fixed period exclusions. In some instances, if it is deemed appropriate a reduced timetable may be implemented or a managed move to another school.

The role of the Head Teacher

It is the responsibility of the Head Teacher, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head Teacher about particular

disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.