



LATCHMERE
ACADEMY TRUST

Nelson Primary School Behaviour Policy

Status	Statutory
Review Cycle	Annual
Date written/ last review	September 2021
Date of next review	September 2022

NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"

Behaviour Policy

Behaviour as a whole is seen to be integral to learning and progress, therefore a key aspect of this policy will be ensuring a child's access to learning.

Government Guidelines

'Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil. A punishment must be proportionate; the penalty must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability that they may have, and any religious requirements affecting them.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

The general power to discipline enables a staff member to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.'

Children are generally well-behaved. Occasionally, however, some children behave unacceptably. We introduce strategies to help children to manage their own behaviour, within a whole-school structured framework, as agreed by the governors, all members of staff, parents/carers and children.

Aims of the policy are to:

- Encourage a calm, purposeful and happy atmosphere within the school.
- Foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
- Have a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- Make boundaries of acceptable behaviour clear and to ensure safety.
- Raise awareness of appropriate behaviour throughout the school.
- Help children to understand another person's point of view.
- Help pupils, staff and parents have a sense of direction, a feeling of common purpose and co-operation.
- Contribute to the maintaining of an environment that enables each adult and child to work to the best of his/her ability and allows others to do the same.

- Develop an understanding of and respect for the culture, ethnicity, religion, ability, gender and differing needs of others.

Staff's responsibilities are to:

- Establish a friendly, positive, supportive relationship with the children in their care.
- Ensure children are undertaking purposeful activities that they can enjoy and in which they can experience success.
- Reward positive behaviour with attention and praise as soon as it occurs.
- Try to identify when behaviour problems are likely to arise and where possible, try to divert or modify the child's behaviour before there is a need to discipline them.
- Know the school rules and the reasons for them. Be clear, firm and polite about behaviour boundaries.
- Know what sanctions they can use, however avoid using them if a quiet word or reminder would do or when support strategies would be more useful.
- Always remain calm when speaking to children, as this will enable them to maintain their authority and confidence and keep relationships positive. We are a non-shouting school, and this needs remembering at all times.
- Avoid reprimanding the child publicly or causing any form of humiliation.
- Use the school's monitoring and report systems so that staff can support each other in addressing individual and whole-school needs.
- Develop good relationships with parents/carers so that children can see and appreciate that the key adults in their lives share a common aim.
- Abide by the Home-School Agreement.

Children's responsibilities are to:

- Follow the school's rules, enjoying the positive recognition and learning from the consequences.
- Be actively involved in their own learning, work to the best of their ability and allow others to do the same.
- Respect and co-operate with all other children and adults.
- Be accountable for and reflect upon their own behaviour.
- Move around the school in a calm and considerate manner.
- Where relevant, to use email and social networking sites safely and appropriately (see E-Safety Policy).
- Adhere to the code of behaviour throughout the school environment.
- Abide by the Home-School Agreement.

Parents'/Carers' responsibilities are to:

- Encourage their child to behave appropriately in all situations and to set a good example of interpersonal relations themselves.
- Be aware of and actively support the school's behaviour policy.
- Encourage their child's independence and self-discipline.
- Show an interest in all that their child does in school and keep the school informed of any factors that might adversely affect their child e.g. medical or domestic changes.
- Ensure their child's regular attendance and punctuality.

- Promote appropriate use of email and social-networking websites for themselves and their child.
- Develop good relationships with all school staff so that their children can see and appreciate that the key adults in their lives share a common aim.
- Abide by the Home-School Agreement.

Rules, Positive Recognition and Consequences

Rules:

- We follow directions from all adults in school.
- We take responsibility for our own actions.
- We respect and care for other people by using kind words and playing safely.
- We respect the school environment.

Positive Recognition:

- Specific and descriptive praise – verbal, smile, thumbs-up gesture. We do not promote the use of ‘high fives’.
- Crew points and tokens.
- Merit stickers, certificates, stamps.
- Celebration assemblies (in Year Groups).
- Head Teacher Awards.
- Verbal or written feedback to parents/carers.
- Newsletter mention.

Consequences:

- Verbal warning.
- 5 minutes away from group in the classroom or playground to complete their work, (every area needs to have this ‘Thinking Space’).
- Time away from the group in another classroom in the same year **or** 5 mins off play or lunch to complete a ‘Think Sheet’.
- Teacher to contact parents and inform BPM/Year Group Lead.
- Inform Inclusion Team.
- Inform Head Teacher.
- On-report record/check-in.
- In-school exclusion.
- External exclusion.

When implementing consequences, all members of staff must be clear and consistent. Whatever is said to the child must be carried out. All staff will record serious behaviour incidents on the Behaviour sheets and give them to the Senior Leadership Team. This helps to identify triggers and therefore avoid them.

Children with emotional and behavioural difficulties may need either short-term or long-term support from the Inclusion Team, working closely with the class teacher, the child and the parent. If you feel this is the case, please use the Inclusion referral form. Strategies that might be implemented include:

- Nurture or social skills groups.
- Use of social stories.
- Home/school link books.
- 1:1 pastoral, academic or behaviour support.
- Incentive schemes.
- Family-based projects.
- Behaviour contracts.
- Referral to and working with outside agencies e.g. Individual Pupil Support Service, CAHMS.

Children with severe emotional, social and behavioural difficulties may have their own Individual Behaviour Plan, with specific targets for behaviour modification (using the 1-10 scale – KS2 or cue cards - KS1), outside of the regular Rules and Consequences.

Bullying is not tolerated and is dealt with according to the School's Anti-Bullying Policy. All such incidents are recorded and reported to the LA. Freedom from bullying is one of the six main areas which would be under scrutiny by Ofsted.

Racist or serious behavioural incidents are logged and reported to the LA each term by the Inclusion Leader.

Peer on peer abuse:

Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in line with our behaviour policy and safeguarding policy and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Exclusion:

The Head Teacher will follow the LA Guidelines on Exclusion.

Systems used to support positive choices

All classes are expected to display the school's rules, sanctions and positive praise charts. All classrooms will display the school's five-stage behaviour ladder (peg chart). This ladder can follow the class group, to ensure continuity and consistency. Each pupil has a peg with his/her name on and the teacher or TA will move the peg up and down the ladder to enable

each child to check how he/she is doing and to take responsibility for his/her own behaviour. Sometimes it would be appropriate for the child to be allowed to move his/her peg for him or herself but it needs to be considered whether there would be more impact if the adult moved it. We do not promote singling children out by writing their names on boards.

Please contact the school for additional information, if you need to.

At Nelson, we strive continuously to improve and adapt to meet our children's needs. We work with them, listen to their views and make changes if needed. We recognise that as our children develop and move through the school, our behaviour reward system also needs to develop with them. Therefore, we will be trialling a few additions to our behaviour policy for Year 5 and 6 only. We will continue to use all previous strategies to promote positive recognition but will be adding those below:



A class reward chart, where individual children can earn stickers for demonstrating our school values, working hard, being excellent role models etc. There will also be a weekly focus (such as excellent presentation in maths, for example), and this will be shared with the children at the beginning of the week. After 3 weeks, the children who earn the most stickers will have reward time with Ms Ward. Children will also be consulted and given the opportunity to suggest other appropriate rewards.

Postcards home
Children may be sent a postcard home for special recognition of excellent learning or excellent behaviour.

