

# Nottage Primary School



## Behaviour Policy

Date: November 2023

GB.....

HT.....

## Aims and expectations

Here at Nottage Primary School we believe that everyone is an equal member of our community and family.

We are an inclusive school and understand some children have more difficulty in managing behaviour than others and this will always be taken into consideration. Individuals may be given positive handling plans or behaviour plans and we will work closely with families and external agencies.

The school behaviour policy is designed to promote this belief and ensure a consistency of approach from all staff.

The school has a number of rules, 'Golden rules' which encompass the whole school and more specific rules for particular situations. However our aim is to instil respect and develop excellent relationships, which in turn will ensure positive behaviour and a happy community.

We set high standards of behaviour and have high expectations of everyone at Nottage to be the best that they can be.

- We start with a positive attitude and treat each child as an individual.
- We share our 'Golden rules' (or similar) as a whole school and each class has a child friendly class version.
- Where a class uses 'class rewards', points for example this must be consistent within the year group.
- We listen to every child and hear their experiences.
- We ask children to be honest and will talk to them about the consequences of their behaviour.
- We praise appropriately and use constructive criticism.
- We award 'instant certificates' or stickers that are presented 'on the spot' for work, effort, behaviour or displaying a value such as kindness.
- We consider the whole child and not just their behaviour or particular incident

The school employs a number of sanctions to enforce school rules, we do this to ensure a safe and positive learning environment.

Children will rarely be kept in from playtime, prevented from taking part in curriculum activities or school trips (unless they become disruptive or are a danger to themselves or others).

Every child is expected to listen to their teacher or the member of staff looking after them. If a child does not listen in class they will be reprimanded in the following order :

- Most situations will be supported using restorative practices (ALL STAFF TRAINED 2022)
- Moved to sit close to the teacher or stand near them during playtimes etc
- Moved away from other pupils in class or assembly for example
- Asked to take a time out (up to 10 minutes in a quiet space, but not outside of the sight of the teacher or unaccompanied by an adult).
- The pupil may be sent to a younger class to see how they follow rules.
- The pupil will be sent to the HT
- A parent or carer will be contacted and a home- school behaviour book or communication introduced with agreed sanctions until behaviour improves.

If a child leaves the classroom without permission or is repeatedly disruptive the parent or carer will be contacted a home-school book introduced with agreed sanctions and if necessary outside support from external agencies sought.

If a child leaves the school grounds the family and if necessary police will be informed, in some circumstances a member of staff may follow at a safe distance or try to contain a pupil if they are at serious risk of harm (for example, a danger to themselves).

If a child damages property they will be given a time out, parents or carers will be contacted and they may be asked to replace or pay for damaged items.

If a child is at risk of harming themselves or others physical intervention may be needed. Staff will only intervene in extreme circumstances and where possible only when other adults are present. Several staff have TEAM teach training.

#### The role of the class teacher:

The class teacher will make a record of any incidents with regards to behaviour as this may inform future referrals etc. Every class teacher and member of staff will adhere to the policy so that Nottage Primary school responds to behaviour consistently. All staff should expect respect and staff should respect our pupils and those with ALN or are vulnerable may need reasonable adjustments.

### The role of the pupil

We expect all children to try their best and behave as well as they can. We will always listen to a child and try to resolve any issues or needs underlying poor behaviour. We will make all children aware of the rules and encourage them to follow these rules and good examples set by their peers.

### The role of the Head teacher

The head teacher must monitor behaviour in the school assessing the impact of the strategies in the policy and report to the Governing Body. Behaviour is tracked through MY Concern.

### The role of the Governing Body

The Governors will amend and agree the policy and can advise the Head teacher. The Governing body must be included in any decisions to exclude or expel a pupil for more than 3 days and parents can appeal a decision of more than 3 days exclusion to the GB/ Pupil disciplinary panel.

### The role of the parent

The school will always try to work collaboratively with parents/carers and families. We will seek to build a good relationship and effective communication to inform parents about behaviour. We expect parents to support their child's learning and good behaviour and work with the school by respecting its rewards and sanctions. Sometimes children's behaviour will need to have consequences.

Nottage Primary School DOES NOT TOLERATE BULLYING. If a child is unkind to another child they will be asked for their reasons and told to apologise. Repeated incidents will lead to a time out and being sent to the HT. Bullying 'repeated unkind behaviour towards one child or children or any incident/ form of physical behaviour' and parents or carers will be contacted and the matter dealt with seriously. This will

include missing particular activities, home-school book and further sanctions agreed by school, where necessary outside agencies (such as EARLY HELP/educational psychologist /behaviour support team/CART or police liaison) local authority and parents. Exclusions are a last resort for schools as it can result in a child becoming disengaged and being a safeguarding risk.

#### Consequences of exclusions

- Lower self esteem
- Likely to become disengaged and isolated
- Risk of offending
- Safeguarding – are they appropriately supervised are they trying to protect others
- Pressure on other services

#### Exclusion protocol and procedures

- In response to a serious breach of behaviour policy
- If allowing the learner to remain in school would seriously harm the education of the welfare of the learner or others in the school
- ALN pupils can be excluded, but their diagnosis must be taken into consideration
- Only the Head Teacher can make the decision and this must be as short as possible.
- Governors will be informed of ANY exclusions during the Head Teacher's report

This Policy will be monitored regularly.