

Good Behaviour Policy

Rationale

Good behaviour is essential in order to allow New Close Primary School to flourish as a learning community that promotes the well-being of all its members.

Aim

At New Close Primary School, we aim to:

- Provide an environment where children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.
- Ensure all children are ready for learning.
- Focus our attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour
- To promote a shared approach to dealing with discipline issues in school by having clear procedures as set out in this policy.

Agreed procedures:

Rewards

Everything we do at New Close Primary School is centred around our 'six expectations:

**Aspire
Resilience**

**Positive
Respect**

**Pride
Responsibility**

We approach the promotion of good behaviour through our six expectations. These expectations are displayed in word form in classes and all around the school. During the year, children discuss these words with their teacher and during assemblies.

We also reinforce and promote positive behaviour through:

1. Verbal praise
2. Positive body language (a smile, thumbs up etc)
3. Stickers.
4. Receiving house points.
5. Individual, department or class systems e.g. marble in the jar, smiley faces, golden tickets
6. Being sent to a Senior Leader to share excellent learning.
7. Receiving certificates and awards in assembly.
8. VIP lunches with the Head or DHT
9. Public recognition e.g. in class, through the class or in the school newsletter/website/local paper.

Consequences

There are six stages of **consequences**:

- Stage 1: Verbal warning
- Stage 2: 5 minute loss of lunchtime
- Stage 3: 10 minute loss of lunchtime
- Stage 4: 15 minute loss of lunchtime
- Stage 5: 20 - 30 minutes loss of lunchtime, parents contacted.
- Stage 6: 20 – 30 minutes loss of lunchtime, parents contacted and discussion with Deputy Head or Head teacher.
Internal exclusion may be considered.
Permanent exclusion may be considered.

See Appendix 1 for a fuller explanation of the consequences **and Appendix 2** for examples of behaviours that might warrant particular stages.

Consequences can be applied in sequence if a child fails to address their negative behaviour, or, in the case of seriously poor behaviour, stages can be arrived at directly, without having progressed through lesser stages.

Loss of minutes at lunchtime will happen during the lunchtime immediately following the loss of minutes. This will be the same day if minutes are lost in the morning or the following day if minutes are lost in the afternoon. KS2 children missing part of lunchtime will be sent to sit in a classroom under supervision of a member of SLT. KS1 children remain in their own classroom with their own teacher.

If a child is disturbing the learning of others or behaving inappropriately and has not responded to the class teacher's use of consequences, then the Duty Teacher will be called. This is done either by using the intercom system or by sending another child to the office with a message.

Children who are removed from their class by the Duty Teacher will be taken to a quiet area to discuss the incident / their behaviour and ways to improve their behaviour choices. They will also be expected to complete all or part of the task that their class were engaged in, whether back in class, in a different class, outside the Head's office or in another suitable area, which will be decided by the Duty Teacher.

In the case of an Internal Exclusion, children will not go back to their own class, but will complete their work in another classroom under supervision for a pre-defined period of time.

If a child reaches a Stage 5 or 6 then parents will be informed by the class teacher, Deputy Head or Head teacher.

Recording and assessment

When a serious incident occurs, or the Duty Teacher is called, a 'Duty Teacher/Serious Incident' form should be completed (**See Appendix 3**). This will be completed at a convenient time, as close to the event as possible. Completed forms will be handed to the office for filing and kept in a file in the Head's office.

Any allegations of bullying or racism will be recorded on a separate sheet (**See Appendix 4**). This will be completed by the staff member who dealt with the incident and passed to the office for filing. All forms will be kept in a file in the Head's office.

Blank copies of all forms are kept as hard copies in the filing cabinet in the Staff Room and also electronically on Shared Resources.

To ensure that persistent low-level poor behaviour is drawn to the attention of the school leadership team, a simple weekly record of children's behaviour in class and which stages they have received is recorded daily, by the class teacher. This together with Incident forms and lists of who is losing minutes of lunchtime on a daily basis are collated and discussed by SLT on a regular basis. (**see Appendix 5**).

EYFS

Within our Early Years Foundation Stage (Nursery and Reception classes), stages have been substituted for a system of consequences and rewards, better suited to younger learners.

Good behaviour icons represented by a sun and a rainbow and a cloud for negative behaviour are used. Each child has their photo on show to be moved to one of the icons. Children that reach the rainbow are awarded a rainbow reward and receive house points. Children that have their photo placed on the cloud, do so after an initial verbal warning. They are then spoken to about the incident and have two minutes time out alongside a member of staff.

Behaviour at lunchtimes

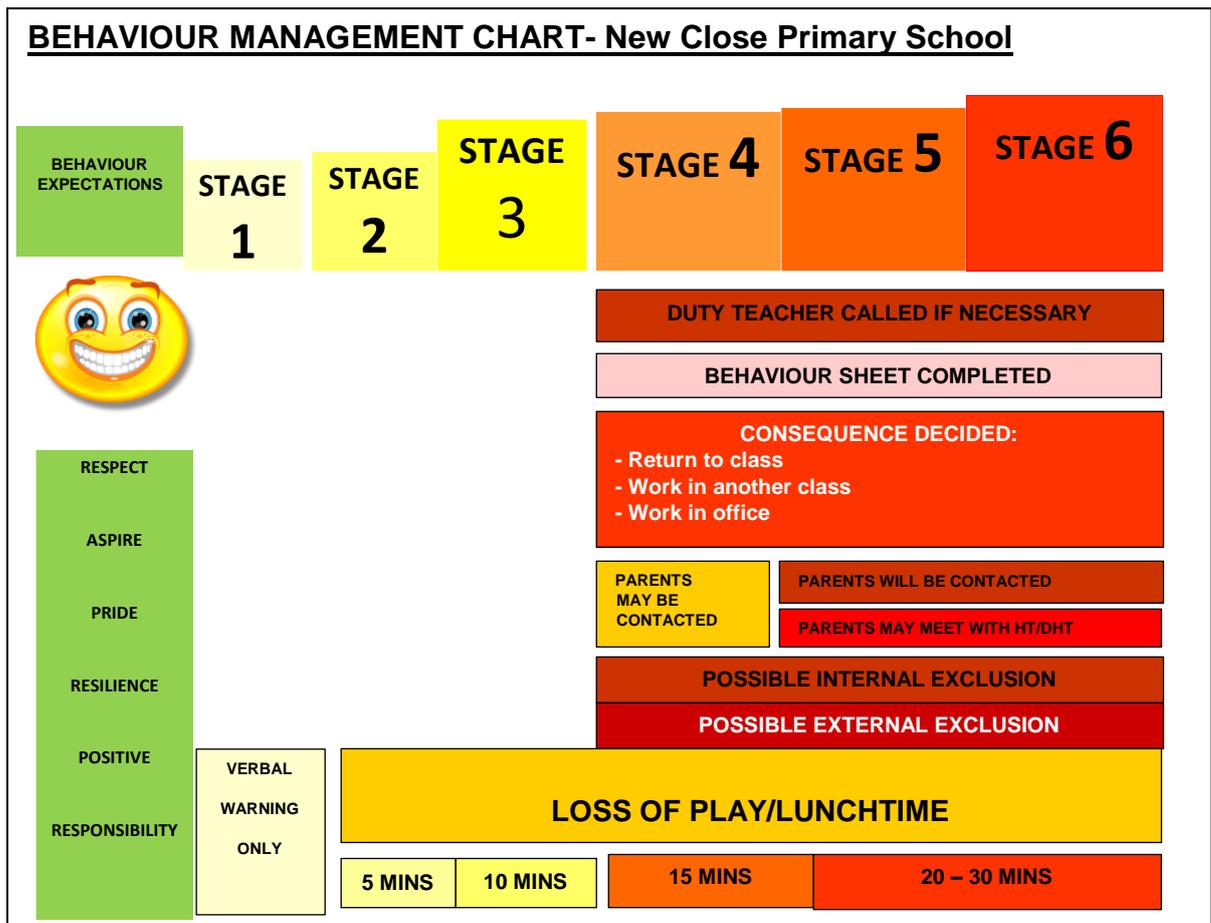
MDSAs follow the same behaviour policy as other staff. A member of senior staff is on duty at all times and can be called upon.

Lunchtime rules (**see Appendix 6**) have been shared with all staff and children and MDSAs will enforce these rules according to the behaviour policy. However, MDSAs do not give Stages, but for a minor incident, they can give a "time out" and inform the class teacher. If a more serious behaviour incident occurs, they will call for a senior member of staff. Minor incidents will be recorded by MDSAs in the red file outside the Head's office. This will be checked daily by either the Executive Head or Head who will decide if incidents need following up and take appropriate action. They will record what action has been taken.

Physical restraint

Physical restraint of children is *only* to be used as a last resort in situations where it is necessary to prevent injury to any person or serious damage to property. All other means of de-escalating the situation should have been exhausted, including making clear what the consequences of the child's actions will be, before resorting to physical restraint.

Appendix 1: Behaviour Management Chart



Appendix 2: Behaviour Management Chart – Consequences

BEHAVIOUR MANAGEMENT GUIDE

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
Any disruption to learning. e.g.: Talking over teacher Not following instructions Distracting others Not sitting properly Running in corridor Calling out Shouting Sulking	No response to Stage 1 and ignoring previous consequences Committing repeated / persistent offences Name calling Lack of respect for people or property Rudeness Bad manners Inappropriate behaviour in dining room Refusing to participate / get changed/do as asked No PE / swimming or Forest School kit	No response to Stage 2 and ignoring previous consequences. Committing repeated & /or persistent offences - Using someone else's property without permission Lying Running away from an adult Rough play Using inappropriate language (but not directed at someone) Being in areas that are out of bounds	No response to Stage 3 and ignoring previous consequences. Committing repeated & / or persistent offences - Pushing another child Retaliation Spitting Stealing Deliberately winding someone up	No response to Stage 4 or ignoring previous consequences. Committing repeated & / or persistent offences. Or straight to a Stage 5 for e.g. Putting children at risk in classroom Verbally aggressive Deliberately hurting another child e.g. kicking pinching biting hitting slapping Fighting Name calling, swearing or using inappropriate language at adult or child	No response to Stage 5 Repeated & persistent offences Ignoring previous consequences. Or straight to a Stage 6 for things like: Intentionally destroying or damaging property Physical assault
Incidents of bullying, racism or homophobia will be referred immediately to the DHT/HT.					

Behaviour Incident Form Serious Incident/Duty Teacher called

Child's name:	Date:	Time:
Class teacher:	Year group & class:	
PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE		
What led up to the incident? What was the context/location (if relevant):		
		Name of person recording & date
Details of incident:		
		Name of person recording & date
Child's comments/account:		
What action did the Duty Teacher /or person dealing with incident take? Please state outcome?		
OUTCOME: Stage 4 / 5 / 6 / 7 / Internal Exclusion / External Exclusion		
Other:		
Parents contacted: Yes / no	Name of person who decided outcome :	
Teacher aware: Yes / no		
Head / DHT aware? Yes / no		
		Completed form to Office for filing: yes / no

BEHAVIOUR INCIDENT FORM (Racial / Bullying)

Child's name:	Date:	Time:	Stage if approp:
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Class teacher:	Year group and class:
PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE	
What led up to the incident? What was the context? Where did incident occur? - classroom/toilet/dining hall /playground/field/other (circle)	
<div style="text-align: right;">Name of person recording & date</div>	
Details of incident: Witnesses – please record names of adults/children:	
Child's comments / account: (use reverse if more than one child involved).	
<div style="text-align: right;">Child's name:</div>	
What happened after the incident? What action was taken? Who was duty teacher?	
<div style="text-align: right;">Name of person recording & date</div>	
Class Teacher Informed: yes/no Or TA Informed: yes/no Head or DHT aware if appropriate: yes/no	Parents contacted: by who?/when? Completed form to Office for filing. Yes/no

CLASS LIST OF STAGES

BREAK AND LUNCHTIME RULES

General

- Children must do what they are asked straight away – by any adult – with no argument
- Children will speak to all adults with respect
- Everyone must be outside (unless having lunch, in the dining hall)
- No one should be in the corridors
- No one should be going back into classrooms until their teacher says they can □
Children to ask to go to the toilet / ask to have a drink
- Older children should look out for the younger children.
- When the bell rings, all children must stand still and wait for instructions.
- All children need to line up for lunch. They will need to use hand gel.
- No-one should be jumping the queue otherwise they will be sent to the back □
No play fighting
- No football on the playground only on the grass
- Only one ball allowed (for netball)
- No playing Bulldog or Family Tag
- No one in the woodland learning area, or playing with sticks
- Stay on main playground – not behind the buildings
- No climbing on tables and chairs in the playground
- No children near the metal fences surrounding the perimeter of the school.
- No children are to enter the garden area

Incidents:

- The Duty Teacher will be called for any serious issue/incident. (MDSAs do not give stages).
- MDSAs record lesser incidents in the red book (teachers/duty teacher/HT will deal)
- In the event of a fire alarm, children will line up (with their class) in their normal position on the playground.

This Policy will be reviewed annually.

Updated: September 2018

Reviewed: September 2019

Review date: September 2020