

St Nicholas' Primary and Nursery School

Positive Behaviour Policy

Our Mission Statement is: Live, Love, Learn and Be Happy.

Our values are: kindness, creativity, teamwork, inspiration, independence, encouragement, caring, respect, acceptance, appreciation, honesty, forgiveness



Aims

The values of St. Nicholas' Primary School are at the heart of our Positive Behaviour Policy. They are referred to at every opportunity and form a Whole School Charter that all children and staff follow.

- To enable each child to develop a sense of responsibility for his or her own behaviour
- To develop each child's self-esteem and resilience
- To foster the emotional well-being of each child - including an ability to appropriately express feelings and emotions
- To help each child to understand and respect the rights of others
- To develop each child's communication skills, including assertiveness based on self esteem and regard for others
- To develop a sense of social responsibility within the class, the school, the wider community and the environment
- To further develop the positive ethos of the school by encouraging mutual respect for one another by all the members of the school community.

School-Wide Principles

Every member of the school community learns and lives the values of the school as outlined in the whole school charter. In order to support this:

- Elements of the Jigsaw (PSHE scheme of work) programme to be used where appropriate
- Jigsaw to be used weekly as outlined in the curriculum, but can be used daily in the time of Covid if needed.
- P4C to be taught as a minimum for 10 sessions within each long term.
- Zones of regulation to be used and understood by the whole school community.
- The whole school follows the Team Teach programme with staff receiving specialised team teach training as necessary
- The school staff will work closely with parents/carers and aim for a common agreement regarding the Positive Behaviour Policy aims.
- The Special Needs, Disability and Equal Opportunities Policies are reflected in the Positive Behaviour Policy

Classroom Practice

- At the start of the year, children are introduced to the whole school values charter which all children and staff sign. Each classroom has their signed charter on display. This charter is at the heart of everything we do and is referred to reinforce positive behaviour and to correct inappropriate behaviour.
- Promote an enriched curriculum with opportunities for all abilities and ensuring equal opportunities for all.
- Use de-escalating methods as much as possible.
- Some children post lock down could exhibit challenging behaviours that are a result of this. Time has got to be spent unpicking the reasons why, so that consequences fit the behaviours.

In-class strategies to promote good behaviour

- Get to know each child as well as possible
- Smile

Updated Sept 2021

- Praise
- Ensure work is set to at least age-related expectations for all children with scaffolding put in place to support children as necessary
- Children are given regular rest breaks
- Children's individual learning styles are considered
- Scan class
- Give "Take-Up" time
- Give "Reset" time in classroom ("Reset" table/space in class to include: a timer, squidgy ball, deep breathing exercises, mindfulness techniques etc.)
- Give "Reset" time in parallel class/phase
- Use humour
- Ignore
- Speak informally to parents
- Check pace of lesson
- Give choices with consequences
- Move around classroom as you talk
- Limit the times when you need/expect silence
- Smooth transitions, using hand signals where appropriate
- Mindfulness techniques to be used after transition times and throughout the day as appropriate
- Avoidance of children standing in queues or lines such as waiting for work to be marked, or going into class after lunch
- Plan most effective use of your TA time
- Check individual pupil files for mitigating circumstances, E.G. special needs, problems with family
- Rearrange seating
- Give attention to attention-seeking pupils for their positive behaviour-make a point of "catching" them being good!
- Reward verbally
- Use positive body language
- Give warnings in a clear and calm way
- Tell pupils what you want them to do, not just what not to do
- Opportunities for Circle time
- Use facial / body gestures to remind pupils of what you expect

Stages of support for low level disruption that is interrupting the learning of others in the classroom

- 1 De-escalate behaviour in class
- 2 Reset time in class
- 3 Reset time in parallel class
- 4 Reset time in phase leaders class/room (if possible)
- 5 Discussion with class teacher and phase leader to decide on next steps
- 6 Next steps to be decided by the phase leader
- 7 Walkie talkie for additional support

None of this applies to pupils with Education Health Care Plans and Behaviour Support Plans. Staff must follow these detailed plans and update them regularly.

Principles to apply when managing children's behaviour

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Every staff member should ensure that the following principles of de-escalating are applied to all children:

- Keep calm and positive
- Avoid confrontation, persistent negative interaction and sarcasm
- Keep your voice low as much as possible
- Serious or unresolved concerns should be discussed with the Head/SLT
- Keep dated notes where there are on-going concerns using the concern form and keep this in the concern file.
- Avoid physical restraint unless absolutely unavoidable- if the child is in danger of hurting himself or others/property. Make sure that you are familiar with the School Team Teach Restraint policy, and ensure the presence of another adult before restraining. Where the need for physical restraint is likely, with a particular child, obtain the written consent of parents in advance if possible and ensure that a serious incident form is completed and put in the Bound Book.
- Involve parents/carers at an early stage, informally
- Blame the act, not the child, i.e. "You are ok, but what you have done is not"
- Be positive in the way you deal with the child

Motivating children to behave well

In our values led school we are aspiring to all children behaving well intrinsically. However, some children will need additional encouragement and support. Therefore, we can motivate and inspire children to work hard and behave well through:

In class suggestions:

- ◆ Showing work to class/other members of staff
- ◆ Head Teacher and Deputy Headteacher Awards
- ◆ Star of the Day / Special Person
- ◆ Give child a special job/responsibility
- ◆ Start each day afresh- leave the problems aside
- ◆ Positive comments -verbal and in written in purple in the child's book
- ◆ Mark work quickly - as much instant marking as is possible
- ◆ Display work/ update regularly
- ◆ School postcards
- ◆ Emails and phone calls to parents/carers with good news
- ◆ Use of online platforms to communicate good news

Whole School Rewards

Head teacher Awards

At the end of the week class teachers will nominate pupils to receive an award and their name and the reason (class teacher to keep a record). This award is for children who have demonstrated any of our school values. The class teacher will email the Headteacher by the end of the school day on Thursday. The certificate will be shared in the celebration assembly on Friday and then posted home. The Y6 Buddies will then display the names of the children on a board in the hall. (We will await confirmation from the DFE regarding celebrating children's attendance.)

Values Bench

Children who continually behave in a positive manner; who display our school values and who are role models to others, have an opportunity to sit on the celebration values bench during assemblies or in a special celebration place/chair in their classroom (if viewing assemblies virtually). This bench/place is particularly for children who always respond well both in the classroom and during playtime and consistently live by our school values.

Thumbs up

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The school uses a consistent strategy of 'thumbs up' for children who are following the whole school charter. Each class teacher has a different way of rewarding accumulation of thumbs up. A laminated list of children's names will be displayed visually in the classroom, that is easy for all staff members to use. When awarding a thumbs up, all staff to be explicit as to why the child has been awarded a thumbs up. The way that children can gain thumbs up will be outlined to the children when writing the class code of conduct at the beginning of the year, with reminders and updates throughout the year i.e. during P4C lessons, PSHE lessons and class assembly times.

Unacceptable Behaviour

The school uses a consistent strategy of thumbs down for unacceptable behaviour. Each thumbs down is used as a reminder/warning that the charter is being broken and behaviour needs to be corrected. Thumbs down are never publically displayed in the classroom. The teacher will need to decide if this behaviour is related to lockdown, and whether a nurture programme needs to be put in place. If a child gets three thumbs down in a day, they will be given a fix it form where, with their class teacher, they need to spend time reflecting on how their behaviour can be improved. This is stored in a folder in the staffroom. For serious unacceptable behaviour, a child may be given an immediate fix-it form. If a child receives a second fix-it form in a week, they will attend fix it at the next lunchtime where they will go through their forms with the Deputy Head teacher or Head teacher. The fix it forms are photocopied and sent to parents for their comments. If a child receives two fix-it forms in a row, parents will be contacted by the Deputy Headteacher or Head teacher to discuss their child's behaviour.

None of this applies to pupils with Education Health Care Plans and Behaviour Support Plans. Staff must follow these detailed plans and update them regularly.

- If persistent inappropriate behaviour continues a Case Conference will be set up with parents and any relevant/ appropriate external agencies involved.
- If a child needs to be removed from a situation that is harming to the child/adult or other child, then the Team Teach restraint must be used by a trained member of staff to ensure the safety of those present. Serious incident forms/ bound book must be completed as soon as possible and parents informed.
- Teachers can use an internal exclusion if necessary, this is where a child is removed from the class for a period of time and work is completed in a quiet area outside the classroom.

Teaching Assistants:

- If a teaching assistant /lunchtime supervisor is dealing with a child in a 1:1 or group situation, they should follow the above procedure.
- Once the TA has given thumbs down or fix it, the TA must tell the class teacher as soon as possible.
- If a child needs to be removed from the class due to problems (see above), a walkie talkie can be used to alert and gain support from another member of staff.

EXAMPLES of Immediate Thumbs Down:

Throwing something in the classroom

Disrupting the learning of others, after all other de-escalation techniques have been exhausted

Breaking our school values

EXAMPLES of an Immediate Fix It Form:

Leaving the classroom without permission

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3 weeks without homework completed (after opportunities have been given to do it at school). **During Covid we will not be adhering to this, but will be encouraging the children to complete their homework.**

Violence towards another person
Deliberate swearing
Scribbling on school property/books
Bullying

Occasionally if unacceptable behaviour still persists there will be a Fixed Term Internal Exclusion which will follow a meeting with parents. A **Behaviour Management Plan (BMP)** will be drawn up with the parents to support that child in school. On very rare occasions, a fixed term exclusion will be out in place. This will be immediate in the case of:

Hitting a member of staff
Leaving the premises
Arson
Carrying a dangerous item e.g. sharp object
Swearing at an adult

In very rare circumstances there will be a permanent exclusion from school.

Lunchtimes

Children in EYFS, KS1 and Year 3 will eat their school dinners in the hall. Children in Year 4, 5 and 6 will eat their school dinner in the classroom. Children from Year 6 act as buddies and support their peers in keeping to our lunchtime code, which is part of our Whole School Charter. During Covid, the buddying system will be for jobs that they can carry out within their year group bubble or remotely for the younger year groups.

The expectations are:

We eat our food carefully and wait patiently until it is time to go out
We clear our tables of all food
We clear the floor of all food
We talk to our friends in peaceful voices.

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