



New Close Community Primary School

Behaviour Policy

At New Close, we aim to:

- Provide a warm, caring, calm and safe environment where all children and staff are equally valued and happy.
- Create a climate which actively encourages children to develop social awareness, emotional intelligence, a clear sense of right and wrong along with a sense of personal responsibility.
- Develop the **whole** child so that they leave our school as confident and independent learners and creative, critical thinkers.
- Encourage high quality work by having high expectations and try to instil a positive work ethic and respect for truth, which will prepare our children for adult life.

We want our children to:

- Value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
- Develop self-discipline, the ability to learn independently and work co-operatively.
- To listen with respect to one another and to try not to damage another's self-esteem.
- To foster a caring attitude for the school environment and its wider surroundings.
- Take personal responsibility for their own actions.
- To develop an 'I can' attitude.

We value:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others
- Helping those less fortunate and needier than ourselves
- Taking personal responsibility for one's actions
- Self-discipline
- Respect for the environment
- Behaving consistently towards children to encourage security and stability.

We reject:

- Bullying in any form
- Verbal abuse and rudeness
- Defiance and disobedience
- Cruelty
- Cheating
- Irresponsibility
- Deceit
- Dishonesty, including stealing
- Fighting
- Vandalism
- Racism.

Classroom Rules

At the beginning of each academic year, every class will decide upon their classroom rules; these may mirror the School Rules and should not be excessive in number. Once agreed, every member of that class including staff will sign the typed up rules which will then be displayed prominently and referred to and re-visited throughout the year. New pupils who arrive at New Close throughout the year will be shown the classroom rules and expected to follow them.

School Rules

At the start of each academic year all of the children and staff, during an assembly, will re-visit the previous year's school rules and decide if any need changing. Once the rules have been agreed, they will be displayed prominently around the school and re-visited during assemblies throughout the year. It is expected that the number of rules should be limited to make sure that they can be remembered easily, and that they should cover the Playground and Lunchtimes as well.

Values System

At New Close we believe that our 'Values System' supports and promotes good behaviour, fitting well with our behaviour expectations. A range of 'Values' are addressed throughout the year via whole school and class assemblies. The focus of the week is introduced in a whole school assembly and children are invited to think of a target that we could all aspire to achieve; this is voted for by the whole school and the 'winning' target is displayed in every class.

Encouraging The Behaviour We Want

We emphasise the positive approach of encouragement and praise, trying to ignore the poor behaviour and recognise the expected behaviour. This is done in many ways such as:

- A quiet word or encouraging smile
- A positive and encouraging written or oral comment on their work
- A visit to another member of staff for commendation or a sticker
- A certificate of merit – Bronze, Silver, Gold or Top Student, formally presented
- A range of certificates for effort and achievement which are presented formally
- Star Learner stickers that are presented daily by the class teacher
- House Point stickers
- Head Teacher stickers which earn House Points for the child
- Behaviour stickers (for specifically identified pupils who are trying to address behaviour issues)
- The earning of 'Golden Time' for classes or individual pupils
- Favourable comments on school reports
- Key Stage celebration assemblies
- Display of work
- Thoughtfulness Cup (presented in memory of Zoe Readdie to the child who has been very thoughtful, kind or helpful) and Star of the Week
- Encouraging pupils to take more personal responsibility by doing duties and holding class responsibility positions
- Getting to know each child well and showing an interest in their hobbies, home life, etc

Staff Responsibilities

It is the responsibility and expectation that **all** members of staff deal with inappropriate behaviour wherever and whenever it arises, and to also recognise and praise good behaviour. Immediate checking by all staff of minor offences, often only requiring a look or a quiet word, often prevents more major problems from developing.

It is paramount and expected that all staff maintain professional concern and attitudes towards the children – staff must remember that they are the ‘teacher’ who is helping the child to learn acceptable social behaviour skills and must not ignore unacceptable behaviour.

Troublesome Behaviour

We understand that poor behaviour often stems from personal problems or difficulties, including poor parenting and also pupil medical conditions. At New Close, we pride ourselves in really ‘getting to know’ our pupils and in having good communication links with our families. This has helped us to understand why a pupil may suddenly change their behaviour, for example, when deployment is taking place or a parent is suffering from illness. Whilst we understand the reasons behind poor behaviour, it is important that the behaviour is addressed to help the ‘perpetrator’ and also to help the classmates who are witnessing and may be affected by the negative behaviour.

Meetings take place between staff and parents and where appropriate other agencies will be invited to become involved in supporting the pupil and family.

Sanctions

Whilst we aim to show children the correct and appropriate path to follow regarding their behaviour, we recognise that at times there may be instances of poor behaviour and sanctions will be needed. On display in each classroom are the negative behaviours and the stage that they would be at. A range of sanctions are followed across the school to provide continuity for the children. These take the form of:

- Stage 1 - A verbal warning
- Stage 2 – Loss of play/lunchtime for 5 minutes; penalty to be overseen by Class teacher.
- Stage 3 – Loss of play/lunchtime for 10 minutes; penalty to be overseen by Class teacher.
For Stages 4, 5 and 6 the Duty Teacher will be called if necessary; a behaviour record sheet will be completed, parents may/will be contacted, there may be an exclusion (internal or external) and a consequence decided, along with:
 - Stage 4 – Loss of play/lunchtime for 15 minutes
 - Stage 5 – Loss of play for 20-30 minutes.
 - Stage 6 – Loss of play for 20-30 minutes.(The Behaviour Management Guide and Chart are prominently displayed in the classroom. All stages are recorded on a sheet which is given to the Executive Head at the end of the week.)
- Good Day Calendar – sometimes a child may be put on a Good Day Calendar where the day is broken into smaller sessions and the child’s behaviour noted for each session in the form of a ‘smiley’ face. This can often reveal patterns of poor behaviour, for example during a particular lesson or at a certain time of the day. Parents are informed that their child is on one of these calendars and the findings are shared and discussed with them.
- Parent Meetings – a child’s behaviour may warrant regular meetings or phone calls with parents to keep them informed of the pattern of behaviour. This also has the advantage of showing the child that both the school and their parents are working to the same end goal.

- Withdrawal of playtimes or part of a playtime to complete work – this sanction may be given if the child has not worked to their full potential during a lesson.

Naturally, very extreme behaviours would not necessarily follow the progressive path of sanctions shown above.

Safeguarding Children and Staff

We take this very seriously and staff are directed to never put themselves at risk of injury from a violent or aggressive pupil. They are asked to try to de-escalate the situation by talking calmly to the child but should never use physical methods to address the matter unless the risks involved in doing so are outweighed by the risks involved in not using force. Staff must always err on the side of caution and consider personal safety.

If a pupil is being physically aggressive within a classroom setting, then the staff are directed to evacuate the children from the room to a place of safety and to send an 'SOS' to the Head / Office.

At New Close we always follow the LA guidelines in this matter.

Playground Behaviour

The good behaviour expectations of children at playtime, including lunchtime, begins when they are dismissed from class. In KS1, staff must not release children en masse to go to the toilet or cloakroom; it is important that teachers look carefully at which children are going out of the room to avoid unacceptable behaviour. If individuals or groups of children demonstrate an inability to go quietly and sensibly to the toilet or cloakroom, then that child/children should practice this skill. In KS2, staff must again not release children en masse if it is evident that the children behave in a noisy or silly way when leaving the room. In some instances it may be necessary for staff to lead their class to the playground or lunch hall to ensure that a quiet and calm start to playtime is taking place.

It is expected that the children show the same quality of behaviour in the playground as they do in the school. The Behaviour Management procedure, previously explained, although Lunchtime Staff are only asked to record the child's name and inappropriate behaviour, reporting this to the Class Teacher once lunchtime is over. In extreme cases the Executive Head or Head or will be summoned immediately.

Adults on duty on the playground are expected to position themselves at strategic points around the edge of the playground (with the exception of the First Aider) which afford them a good view of all of the area. They are not expected to be standing in pairs chattering and not paying close attention to the children. Adults are asked to **frequently** blow their whistle and address minor behaviour infringements to prevent them becoming more major and to also remind the children of their presence.

Ongoing situations by the same child may result in the child missing playtimes or even having their playtime at a different time to their classmates. Situations relating to a particular sport or game may result in that game being banned for a period of time.

From time to time, certain children demonstrate aggressive traits when they play together; if this is apparent then the children will be confined to play zones on the playground for a period to time or may even need to take part in social skills group activities to address the underlying causes of their animosity. This would be in addition to the Behaviour Management strategy.

To prevent poor behaviour developing whilst the children are lining up to return to class, staff are expected to be on the playground promptly to collect their class. Returning to class sets the scene for

the children's learning experience for the next session and therefore children are expected to enter the building in a calm and quiet state; teachers are urged to practice this from time to time if it is required. It is often a good idea to have a calming activity prepared for the start of the next session, such as Handwriting or Guided Reading / Comprehension, etc.

This policy is linked to other New Close policies including:

Anti-Bullying Policy

Safeguarding Policy

SEN Policy

Equality Information

Home-School Agreement

Exclusion Policy

Code of Conduct

Keeping Children Safe in Education

This Behaviour Policy will be reviewed every two years or earlier if guidance or legislation changes.

Reviewed and Ratified by FGB: November 2017

Signed: _____

Date: _____

Review due in November 2019