



NICHOLAS HAWKSMOOR
PRIMARY SCHOOL

Quality, Enthusiasm, Partnership

BEHAVIOUR POLICY

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| Date Reviewed by Governors | December 2016 |
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Nicholas Hawksmoor Primary School

Behaviour Policy

Introduction

At Nicholas Hawksmoor Primary School we aim to positively promote good behaviour. We recognise the role of school in providing a safe and ordered learning environment for all pupils, and in educating pupils about appropriate behaviours and social expectations. We therefore set out clear expectations for all pupils which set high standards. Rules, rewards, expectations and consequences are made clear to the children and applied with consistency throughout the school to promote good behaviour.

We aim to foster positive behaviours and provide an environment in which pupils can demonstrate the skills and values we aim to embed. These values are linked to the British Values set out by central government, but aim to offer a broader range of principles.

Principles:

The basic underlying principles of our behaviour policy are as follows:

- All children have the right to be safe.
- All children have the right to enjoy their education.
- All children have the right to participate in school life.
- All children have the right to learn in an environment free of disruption and aggression.
- All teachers have the right to teach in an environment free of disruption and aggression.
- Quality learning and teaching can only take place in a well-ordered and purposeful environment.
- That consistency in expectations and implementation of the policy is key to its success.

The Aims of the Behaviour Policy

- To ensure children are safe and enjoy school.
- To develop a caring, purposeful and positive learning environment where teaching and learning can take place.
- To motivate children towards learning, be ambitious and enable them all to improve on their personal best.
- To promote self-esteem and self-discipline, self-respect and respect for everyone in the school community.
- To encourage good behaviour and attitudes.
- To ensure that all children know what behaviour is expected of them.
- To encourage children to take responsibility for their behaviour and learning, promoting age appropriate independence.
- To nurture children's ability to self-regulate and develop the emotional resilience necessary to deal with everyday problems
- To identify and effectively support pupils with significant behaviour difficulties, working alongside external agencies as appropriate.

NHPS Golden Rules

We have five simple school rules which we expect every member of the school to do their best to uphold:

At NHPS, we try our best to:

- **Be respectful**
- **Be kind**
- **Be fair**
- **Be truthful**
- **Be ready to learn**

All staff will teach, encourage, promote and model good behaviour. To achieve this, the positive behaviour we wish to encourage and develop is explained, demonstrated and reinforced throughout every aspect of school life.

For example:-

- Good manners and politeness
- Respect - for others, the building and equipment
- Listening to others
- Self-control
- Behaving in an orderly manner
- Truthfulness
- Good working habit
- Good team working, co-operation and collaboration
- Patience
- Tolerance and understanding of others
- The ability to express an opinion appropriately
- The ability to reconcile any differences
- A sense of calm
- Personal tidiness and self-organisation
- Care for the environment both inside and outside.

The Curriculum

Our rich and broad curriculum and teaching approaches promote good behaviour by giving opportunities for:

- Collaborative and co-operative work.
- The discussion of personal, health and social matters.
- Discussion and promotion of moral values.
- Discussion and the chance to listen to the views of others.
- PSHE and RE themes which promote a clear a clear sense of right and wrong; understanding and tolerance of different beliefs and cultures.
- Specific anti-bullying work – done in each year group
- Off site visits which encourage and help pupils to understand requirements of appropriate etiquette, conduct and behaviour in different settings

Partnership with Parents

We view parents as important partners in establishing, improving and maintaining good behaviour. If we have concerns about a child's behaviour we will share them with parents as soon as possible in order to work constructively together to nip a problem in the bud. If there is a pattern of poor behaviour, we will seek to discuss and understand underlying issues, and agree strategies to use at school and home in a clear and transparent manner to support improved behaviour together.

Importantly, we acknowledge that we are models for the behaviour we want to see in children at all times.

Parents can help by:

- Recognising that an effective behaviour policy requires close partnership between parents, teachers and pupils
- Celebrating children's learning and achievements
- Discussing our school rules with their child, emphasising their support for them and assisting when possible with their enforcement
- Encouraging children to be independent (age appropriate)
- Attending Parents' Meetings and by developing informal contacts with the school
- By remembering that staff deal with behaviour problems patiently and positively acknowledging that as adults we are all models for the behaviour we want to see in children at all times.

Additional Support for pupils

Learning Support Assistants may be allocated to provide additional support and work on programmes of support for children with a range of social and emotional needs. Children who evidence regular, poor behaviour may be referred to the SENCO by class teachers by completing a referral form. Behaviour Support Plans may be put in place that will outline a consistent plan of support for the individual as well as clear expectations. In some cases, external agencies may become involved with the family if appropriate. Further assessment of need will then often take place.

Programmes of support for children will always be agreed with parents and progress and achievements shared.

Rewards

Rewards are important so that good behaviour is seen to have recognition. At Nicholas Hawksmoor, rewards include:

- **Headteacher Awards** – discretionary for notable additional effort / acts as well as when receiving a 'Golden Letter' following nomination by teachers, being recognised for specific efforts and invited to the Headteacher Tea Party. (A pupil from each class in KS1/ KS2 alternate weeks)
- **Individual Merit stickers**– earned for good work / effort / meeting targets / notable kindness / other achievements and can be awarded by any staff member.
- **House Points** – earned through representing the school at any event; entering House Competitions; showing great team work or working well collaboratively. These points contribute to the House Cup at the end of the year.
- **Assemblies** – achievements, certificates and awards (both in and out of school) are celebrated in assemblies

'Dojos'

ClassDojo is an online behaviour management tool for the classroom that we use at NHPS. Each student has a profile – complete with their own avatar – to which teachers can assign positive points (or 'dojos') throughout the day. The programme can be operated by a teacher from their computer or tablet, and each time they award a point an (optional) sound plays to alert the class.

This information is then recorded on students' profiles so that it can be reviewed throughout the year. Parents also have logins so that they can view their child's achievements from home.

Below are the key areas recognised by Dojos:

| EYFS & Key Stage 1 | Key Stage 2 |
|-------------------------------|----------------------|
| Being Kind | Showing Initiative |
| Being Polite | Perseverance |
| Great Listening | Great Listening |
| On Task | Great Focus |
| Ready to Learn | Being Organised |
| Setting a Good Example | Behaviour Role Model |
| Super Effort | Excellent Effort |
| Teamwork | Teamwork |

To celebrate achievement over time, we will also reward children when they reach certain milestones on the number of Dojos received throughout each school year. (100 Dojos = Bronze Certificate; 200 = Silver Certificate; 300 = Gold Certificate).

Behaviour which is deemed unacceptable

We must all work actively together to discourage the behaviour that we do not wish to happen:

- Bullying/aggression – verbal, physical and ‘cyber’ bullying
- Disrespecting others
- Bad language
- Prejudice words towards others (in conjunction with our Anti-Bullying Policy)
- Deliberately disrupting learning for others
- Defiance
- Violence
- Theft

The school also has a remit to address poor behaviour outside of the school site and on the way to and from school.

Consequences

Our approach to behaviour encourages children to be responsible for their choices and decisions. Children need to know what is expected of them and realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers.

When presenting poor behaviour, children will need to be aware of what possible consequences there are. It is important that the consequence is relevant and proportionate to the ‘crime’ but may include:

- withdrawal of privilege
- moving to sit alone for a period / ‘cool off’ time
- removal to another class for a period of time
- letters of apology
- completing work unfinished as a result of poor behaviour
- clearing up if behaviour has involved disrespect of property / environment
- paying for damaged items / property as a result of poor behaviour
- detention
- internal exclusion from the class / year group for a period of time
- exclusion from lunchtimes at school
- exclusion from school– fixed term / permanent

Parents are always informed of serious incidents or ongoing behaviour concerns.

Record Keeping

When more serious incidents of poor behaviour occur (defiance, aggression (verbal or physical), directed bad language, vandalism, stealing, bullying, racism) then teachers record the incident on the Year Group Behaviour Log. Parents are notified by phone call or a meeting if a behaviour incident has occurred that warrants recording. For pupils on a Behaviour Support Plan, individual behaviour logs are kept.

All exclusions are reported to the Local Authority, in line with the Northants Exclusion Policy.

Equal Opportunities

At all times we will ensure that all children are treated fairly and equally. We will ensure that there is no prejudice or bias in our policy or the way we deal with rewards or consequences.

Use of Restraint

Restraint is a last resort and only used when absolutely necessary, such as:-

- When a child is in danger of injuring himself
- When a child is in danger of injuring another child or an adult

Where a child is seriously disrupting a lesson and refuses to leave the classroom, a minimum level of physical force may be used to remove the child from the classroom. The child should be taken to the nearest appropriate safe place away from other children. Staff are guided not to use restraint unless they have received training.