

Nevill Road Schools



Title	Behaviour Policy	Version
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Approved by	Full Governing Body October 2018	
Review Date	October 2019	

Behaviour Policy

The importance of good behaviour

'Without an orderly atmosphere, effective teaching and learning cannot take place. However, the role of the school in promoting good behaviour goes simply beyond maintaining good order. It also involves assisting children to grow up with a clear view of what is right and wrong and helping them to appreciate the needs of others and of society around them.' (DFE Circular)

It is important the Nevill Road Schools have a consistent approach to behaviour.

We prefer to emphasise the positive elements of behaviour; praise and encouragement are paramount. It is our aim to promote appropriate attitudes and secure standards of acceptable behaviour enabling our schools to be a pleasant and safe place for all to work and learn in. We control movement about the schools, supervise the children in their work and play and place a special emphasis upon self-discipline, mutual respect and tolerance. Good behaviour raises self-esteem.

Working together

Good behaviour in school does not just happen - it has to be worked for - and we as adults, (all staff, parents, governors, visitors etc) have a shared responsibility to :-

Set a high standard by our own personal example of courtesy and consideration to others

Show a respect to each other and to all children

Take the initiative when around school to promote good behaviour

Create and maintain an interesting and attractive environment at school (which we all keep clean and tidy)

Apply rules fairly, firmly and consistently

Promoting good behavior

THE NEVILL ROAD WAY

Be Respectful

Be Responsible

Be Ready

Be Safe

Rewards

Through whole school assemblies and Circle Times, staff talk to children about what these rules mean and how to recognise these behaviours in themselves and others.

At the Infant school Dojos are used to recognise actions which are "over and above" and rewards, like certificates are used regularly. Positive behaviour is recognised at the Junior school through awarding raffle tickets, whole class respect points and weekly Achievement awards.

RESTORATIVE APPROACHES

What does Restorative Approach mean?

It is an inclusive ethos that gives everyone within the school community the opportunity to build, repair and maintain relationships by building on values such as:

honesty, respect, individuality, equality, empathy, accountability and responsibility

How does it work?

The approach works through using a set of questions based upon **Five Themes** which allow children and adults to talk through a problem with a view to restoring relationships. This does not mean that sanctions are not used but it does allow children to learn from their mistakes and develop life long skills to prevent conflicts from reoccurring. The approach originated in the Criminal Justice System to mediate between victims and Offenders with huge success. Now these skills are being taught in many schools with the same positive results. Weekly Circle Times ensure that each child a more valued and committed member of the class. Circle Time can also be used to discuss School Council issues

Procedures to follow if rules are broken

We have also put in to place a clear set of guidelines which show children what will happen if they do not follow our behaviour expectations.

Steps to be followed – Classroom behaviour

1. Remind the child individually of your expectations and which rule they are breaking.
2. STOP and THINK (card in the Infants, restorative sheet in the Juniors)
3. Warning
4. Send to buddy class (5 mins) - followed by a restorative meeting to reflect upon behaviour and repair relationships if needed.
5. Phase Leader - report card (Juniors)
6. DHT / HT
7. Parents contacted to discuss further actions that may need to be put in place e.g. referrals to BSS.
8. Parents contacted and invited into school for a discussion with the Headteacher on strategies to improve their child's behaviour and that a fixed term exclusion is being considered.
9. . Fixed term or permanent exclusion.

Steps to be followed – Lunchtime behaviour

1. Remind the child individually of your expectations and which rule they are breaking.
2. STOP and THINK (card given to the child and sent in to the reflection room to complete a restorative sheet)
3. Warning / red card
4. Loss of lunchtime and restorative meeting to reflect upon behaviour and repair relationships if needed.
5. Phase Leader - report card (Juniors)
6. DHT / HT
7. Meeting with parents
8. Parents contacted to discuss further actions that may need to be put in place e.g. referrals to BSS.
10. Parents contacted and invited into school for a discussion with the Headteacher on strategies to improve their child's behaviour and that a fixed term exclusion is being considered.
11. 10. Fixed term or permanent exclusion.

Responsibilities

Our aim is to create a happy and safe environment, where all stakeholders are valued and feel able to contribute. Our Code of Conduct aims to clarify expectations and develop consistency across school.

All stakeholders will:

- Show respect for one another;
- Show tolerance of and respect for the rights of others, whilst upholding British values;
- Have regard for the ethos, policies and procedures of the school;
- Ensure the safety and wellbeing of all;
- Take care of the school and everything in it;
- Treat others as they wish to be treated.

A child at Nevill Road will:

- Be respectful, friendly and understanding; polite, well behaved and helpful;
- Be truthful and trustworthy;
- Listen, be focussed, try hard and be ready to learn;
- Follow instructions and have good manners;
- Be kind, caring, accepting and inclusive, encouraging other children to join in activities;
- Be able to tell anyone about any issue, knowing that they will be listened to;
- Treat other people fairly;
- Develop confidence and resilience;
- Learn from their mistakes.

An adult at Nevill Road will:

- Smile, laugh, be cheerful and enthusiastic;
- Promote a love of learning through their enthusiasm and use of engaging activities;
- Be consistent, treating people equally and fairly;
- Be respectful and supportive; understanding and encouraging; caring and nurturing;
- Make people feel comfortable and able to take risks;
- Give praise, be patient and not shout; trust and believe others;
- Listen to any issue brought to their attention and fully investigate it;
- Be fair, give appropriate warnings and respond rather than react;
- Set high expectations of all children.
- See the positives in all; help weaknesses to be overcome; and set appropriate challenges for every individual.

A parent of a child at Nevill Road will:

- Engage in a positive 2-way partnership with school, in order to aid the child's development;
- Support the aims and ethos of the school;
- Communicate in a timely and appropriate manner if issues arise.

The Role of the Class Teacher.

It is the responsibility of the class teacher to ensure that high expectations of behaviour are promoted in their class, and that all children behave in a responsible manner.

Children are rewarded when good behaviour is spotted and reminded of behaviour expectations if needed.

The teacher will promote appropriate strategies to improve a child's behaviour through restorative conversations.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure all children work to the best of their ability.

The class teacher treats each child fairly, with respect and understanding, and enforces the classroom code consistently.

All serious incidents are logged in the Behaviour File and the Headteacher is informed of these incidents.

The class teacher liaises with the school's Learning Mentor, SENDCo and external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to the parents about the progress of each child in their class, in line with the whole school policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control and Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting themselves. The actions we take are in line with the government guidelines on the restraint of children.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. School governors are kept informed of both fixed term and permanent exclusions.

The Role of Parents and Stockport LEA

Our school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

The school rules and sanctions system are explained to the parents in the School Welcome Pack, parents signed a consent form in support of our behaviour policy.

We expect parent to support their child's learning, and co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and our school, and parents are informed about concerns regarding their child's welfare or behaviour.

If our school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way in which their child has been treated they should initially contact the class teacher or Phase Leader. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has day to day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed Term And Permanent Exclusions

Only the Headteacher has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed days in line with the stages of our sanctions guidelines, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Pupils are informed by the Headteacher of any exclusion, and they are informed of their right to appeal to the governing body.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions exceeding 5 days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the governors.

If a child misbehaves repeatedly in class and teacher imposed sanctions are ineffective then the child is sent to the Phase Leaders who initiate the preliminary stages of the school behaviour management policy.

Together Everyone Achieves More