Nanpean Community Primary School
Nurturing Children's Passion to Succeed



Behaviour and Discipline Policy

Headteacher: Mr Nicholls
Chair of Governors: Mrs Watts

Approved by Governors (Date): 18/05/2021
Next Review (Date): May 2022

Introduction

The document 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff' states that individual schools should develop their own best practice for managing behaviour. Within this, maintained schools are expected to have a Behaviour Policy which is regularly reviewed, regulates the conduct of pupils, and aims to ensure that good behaviour, self-discipline and respect are promoted, that children are compliant to reasonable requests, and that there is the prevention of bullying. At each update, this Policy will be shared with children, their parents, and school staff. It would also be useful for this Policy to be read in conjunction with other policies, such as the anti-bullying and e-safety policies, for example.

Aims

Nanpean School aims that all children:

- are independent learners
- are confident, adaptable and well-balanced
- value diversity and respect differences
- understand their responsibility to others
- are motivated and self- disciplined
- uphold the co-operative values

Objectives

The objectives of the school are:

- to develop a learning community
- to establish high expectations and a success culture
- to develop, through nurturing, the social and emotional well-being of all learners
- to ensure there is a positive and calm learning environment in every classroom
- to create and maintain a physical environment that promotes and reinforces the value, safety and inclusion of all individuals
- to ensure continual involvement of the whole school community
- to establish professional debate and discussion amongst the staff
- to build leadership and management skills in all the staff

Mission statement

At Nanpean Primary we will provide every child with a safe and healthy environment in which to learn and develop the skills they need to be positive members of the community.

Policy

At Nanpean School, the highest standards of behaviour are expected and encouraged at all times, so that our school can be an orderly and positive learning environment. At all times the children are expected to be polite, and to show consideration and respect for others' feeling, needs and property. This also includes behaviour outside of school that may negatively impact other pupils, which includes Cyberbullying (for example), as we have a duty to respond to this in the best interests of our children and community.

At Nanpean School we believe in three fundamental rights:

- The children's right to learn

- The teachers right to teach
- The right of all to be safe both psychologically and physically

We are embedding the principles of being a Rights Respecting School based on the United Nations Convention on the Rights of the Child (UNCRC) and we understand our role in teaching, managing and modelling good behaviours.

School Rules

To support children, we have just three school rules that work across our school:

- To show good manners at all times
- To care for everyone and everything
- To follow instructions with care and thought

These rules can be found displayed throughout the school building and grounds. Pupils are supported by staff, through positive confirmation of expected behaviour.

Rewards

House Points

House points (using Class Dojo) are given for effort, attainment and positive behaviour for learning. This system aims to build on pupils' self-motivation and support working for goals, which, in turn, supports our PSHE curriculum.

House points are taken from Class Dojo and are collated on the Display in the Hall. The winning team for each week is announced in our weekly Achievement Assembly. The winning team for the year receive the prestigious House Team Cup and have Fun Time with the Headteacher!

Busy Bees

Our Busy Bees are awarded for exceptional or significant personal achievement, and act as an instant reward. Pupils spend time with the Headteacher while the Bee is prepared, which is then displayed outside the Head teacher's office. Their work or effort is shared and a certificate and a sticker/wristband is given to take home. Pupils are encouraged to share the display of their Bee with a member of their family at the end of the day. Pupils who receive a Bee will have their achievement announced in our weekly newsletter.

Star of the Week

One pupil per class is chosen as Star of the Week for each week. They are selected for their exemplary learning and behaviour. They are announced in our weekly newsletter and receive a 'Star of the Week' certificate and wristband in our Achievement assembly.

Citizenship Award

Our staff select one pupil in the school to receive the Citizenship Award for the week. This is given to a child who has demonstrated good citizenship skills, for example being helpful or following school rules to a high standard. They are announced in our weekly newsletter and receive a 'Citizenship Award' certificate and trophy in our Achievement assembly.

Sports Star of the Week

One pupil in the school is chosen as our Sports Star of the Week for each week. This is chosen by staff in conjunction with Mr Tonkin and Mr Bacon (PE Subject Leader / Sports TA). They are selected for their excellent effort and / or achievement in Sports related activities. They are announced in our weekly newsletter and receive a 'Sports Star of the Week' certificate and trophy in our Achievement assembly.

Consequences

Consequences for unacceptable behaviour

The behaviour policy promotes positive reinforcement, however we accept that occasionally pupils misbehave and a sanction may be necessary. In this case the following procedure will be followed:

1) Reminder of expectation
2) Warning, clear choice given and pupil's name recorded on amber chart
3) Sanction given:
   - Complete work at 'Time Out' table
   - Sent to partner class to complete work
   - Complete work at break/lunchtime
     - It is hard to define how much time a child should miss of their playtime / lunchtime, as it will vary for different aged children, but it was agreed that children have a right to a playtime. Therefore, time spent completing work at these times should be limited to 5 minutes of a playtime and 10 minutes of a lunchtime.
   - Complete 'Time to Think' sheet at break/lunchtime
     - Although it is hard to define exact timings that children should reflect on their behaviour, it was agreed that children in Years R and 1 (Eden and Hendra) should spend 5 minutes completing these (often with adult support), children in Years 2, 3 and 4 (Prosper, Karslake and Melbur) should spend 15 minutes completing these, and children in Years 5 and 6 (Drinnick and Rosemellyn) should spend 20 minutes completing these.
   - Teacher talks to parent at end of day

If a pupil persistently misbehaves, then the Class Teacher will speak to them and the parent in the first instance. If this behaviour continues and pupils persistently misbehave, the Headteacher will speak to the child and parents. This could result in the removal of school privileges such as clubs, trips and school events.

Consequences for severe behaviour

If a child displays extreme physical or verbal aggression, staff will use de-escalation strategies to calm them down. Once the child has calmed down the following will apply:

- Encouraged to go to a place of safety (e.g. classroom, Head teacher's office, library)
- Sent to Headteacher to complete 'Time to Think' sheet at lunchtime/ after school (these are then kept in a behaviour monitoring file)
- Headteacher contacts parent
- Fixed term or permanent exclusion from school

Children with Special Educational Needs and Disabilities (SEND)
Consequences for unacceptable or severe behaviour from a child with Special Educational Needs and Disabilities will be determined on a case by case basis.

Use of reasonable force/ restrictive physical intervention

To prevent self-harm or to stop a pupil harming others, they may require restrictive physical intervention.

The law forbids a staff member to use any degree of physical contact, which is deliberately intended to punish a pupil or which is primarily intended to cause pain, injury or humiliation. The LEA guidelines on physical contact must be adhered to at all times.
The Education Act 2002 allows teachers and other adults who are authorised by the Headteacher to use such force as is reasonable in all circumstances to prevent pupils from doing, or continuing to do any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the pupils own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils.

Authorised people include teachers, teaching assistants and lunchtime supervisors, who have a current Team-teach certificate.

All incidents involving pupil restrictive physical intervention will be written up in the Team-teach book. The incident must be reported to a member of the leadership team as soon as possible after the event and a report detailing:

- Name of pupil
- Name of staff or pupil witnesses
- Reason for use of force
- Details of the start, progress and actions by all parties involved, including speech, from the outset until the resolution. This must include details of the type of restraint and length of the restraint application.
- The pupil's response and outcome
- Details of injury suffered by any involved party, including property.

Parents will be informed of the incident and all resulting action as soon as is possible following the event.

Policy success criteria:

- Reduction in exclusions
- Increase in rewards given
- Pupils are happy and engaged at school

Monitored by Headteacher through Pupil, Parent, Governor and Staff surveys, as well as reward and exclusion rates.

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