

## **Aims**

The 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, emotional well-being of all learners
- to ensure there is a learning climate 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 the highest standards of behaviour are expected and encouraged so that our school can be an orderly, learning environment. At all times the children are expected to be polite, and to show consideration and respect for others feeling, needs and property.

At Nanpean 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 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 (glass stones) 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 SEAL and PSHE curriculum.

House points (glass stones) are collected in the reception area. 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!

### **TA awards**

TA awards are given from Teaching Assistants for effort, attainment and positive behaviour for learning in class, during group work and during breaktimes and lunchtimes.

### **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 Headteacher'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.

### **Lunchtime award**

Our lunchtime supervisors select one pupil to receive the lunchtime award for the week. This is the child that shown exemplary behaviour during lunchtimes all week. They are announced in our weekly newsletter and receive a 'Lunchtime award' wristband in our Achievement assembly.

### **Star of the Week**

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

## **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:
  - Sent to partner class to complete work
  - Complete work at break/lunchtime
  - Complete 'Time to Think' sheet at break/lunchtime
  - Teacher talks to parent at end of day

If pupils persistently misbehave the Headteacher will speak to them and their parent. 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, Headteacher'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**

Consequences for unacceptable or severe behaviour from a child with Special Educational Needs 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 pupils 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, reward and exclusion rates.

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