



Behaviour Policy

Neston Primary School fully recognises its responsibilities for promoting positive behaviour and inclusion.

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Key Personnel			
Role	Name	Tel.	email
Head Teacher	Gary Risdale	01225 810478	head@neston.wilts.sch.uk
SENDCo	Natasha Patrick	01225 810478	deputy@neston.wilts.sch.uk
Governor with responsibility for behaviour and safety	Gillian Pratt	01225 810478	chairofgovernors@neston.wilts.sch.uk



Introduction

Neston Primary School is committed to an **inclusive education** for our children that secures the widest access to learning and achievement in a **safe and supportive environment**.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

School Vision Statement

We explore, we discover.
We shine and reach for the stars.
We learn from our mistakes, we do not give up.
We look after each other, we are a team.
We laugh, we celebrate.
We imagine, we dream, we believe.

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion, including pupil movement - guidance for maintained schools and academies
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

The aim of this policy is to ensure:

- All our children are safe and protected from harm.
- All our children experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Pro-social behaviour as that which demonstrates;

- A good level of self-awareness
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively
- Good social skills



All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate

Scope

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

Safeguarding policy

Staff Behaviour Policy

Health and Safety

SEND policy

Anti-bullying

Attendance

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses)
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- **Child** refers to all children on roll at our school

Leadership

‘The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves’. Elton Report 1989

As key strategic decision makers and vision setters for the school, the Governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school (Appendix A) on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- training for staff about teaching strategies and approaches that build child competence to manage their own behaviour.
- policies that complement the key positive behaviour management approaches.



It is the responsibility of the Head Teacher to ensure that this policy is implemented consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Head Teacher to ensure:

- the health, safety and welfare of all children in the school
- records are kept of all reported serious incidents of misbehaviour and the actions taken
- staff are supported to implement the policy through training, monitoring and feedback

Guidelines

The consistent approach to behaviour management:

All staff understand the positive impact of certainty as much as consistency on children at Neston Primary School. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and anti-social behaviour.

Rewards and consequences:

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour.

All staff who deal with children directly:

- set clear expectations about child behaviour (positively phrased) that are displayed clearly in each teaching and learning space. We expect children to be:

Ready Respectful Safe

Neston uses Class Dojos, a class communication and behaviour app, to reinforce learning behaviour expectations. Neston:

- ensure rules, routines, learning habits and specific activities and rituals are mapped out for children who need an individual response.
- encourage children to recognise and explore their motivation to follow the behaviour expectations.

While our primary focus is specific targeted verbal feedback to individuals and groups, we also use some tangible rewards, primarily to reinforce messages to children and parents.

This includes:

- House Points which celebrate learning achievements
- Further celebration of success/activities weekly in Celebration Assembly

The leadership team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.



If children make poor choices with their behaviour, there are clear consequences and a set process to follow:

<p>Children makes wrong choice e.g. not ready, respectful and safe</p> <p>Verbal Warning so that child re-focusses (this is not recorded)</p>
<p>First recorded warning</p> <p>First warning that is recorded using Dojo warning 1</p>
<p>Second warning recorded using Dojo warning 2</p> <p>Child is moved to another place within the classroom / a quiet area of playground if outside</p>
<p>Third recorded warning using Dojo warning 3</p> <p>Third warning recorded using Dojo warning 3. Child goes to partner class / sit in designated area if outside</p> <p>Rec/Year 1 (5 mins)</p> <p>Year 2-Year 6 (15 mins)</p>
<p>Fourth recorded warning using Dojo warning 4</p> <p>At 12.15pm, a MDSA will collect child / children and take them to eat lunch.</p> <p>Afterwards, the child will attend a supportive reflection session at lunchtime with member of SLT to discuss their behaviour and complete a reflection sheet (age/need appropriate). At 1pm, the child will go out to play as part of the restorative process.</p> <p>Parent will be informed at the end of the day that a reflection session has taken place.</p>



- Lunchtime reflection times are logged on our school system before the child attends the Lunchtime reflection.
- Adults on duty at break and lunch report any inappropriate behaviour to the class teacher who will make the decision about what action should be taken. If an incident of severity occurs, the reflection process will be followed in agreements with the class teacher/SLT.
- All incidents are recorded and monitored by the school Senior Leadership Team. Parents will be informed by the class teacher. If low-level disruption continues, the class teacher will refer to the Head Teacher/Deputy for further support.

Some children may require a differentiated approach to support their behaviour. Where this is the case, a tailored plan will be put in place and followed by all adults who work with the child. This will refer to a range of individualised proactive strategies which include analysing behaviours, stages of crisis and trigger points and then making changes to the environment, altering routines and providing additional supports to reduce the risk of problems arising. Strategies will also be included in the plan to help defuse and de-escalate. This will be in discussion with the SENDCo. Help scripts are developed with staff and used to support children during times of crisis. Staff are guided by their knowledge and previous experience of the individual concerned. Where there are risks in place around a particular individual and the behaviours demonstrated, a risk assessment will be put in place, giving details of planned and agreed preventative strategies. Following an incident, where challenging behaviour is evident, restoration time is used post incident to rebuild and repair relationships as well as aid understanding through reflection. Children have the opportunity, in a safe space, to share their perspective allowing staff to help the individual learn from the incident. Parents will be informed by the class teacher

On rare occasions, an incident may be severe enough to result in a fixed term suspension. At times it may be necessary to remove a child from a situation in order to ensure their own safety and that of others. All actions are taken with the best interests of the child as the paramount consideration. This procedure is undertaken by members of staff with the appropriate training. All incidents of positive handling are recorded.

Any suspension or a permanent exclusion will be for a serious breach of this policy eg. behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the Head Teacher considering the child's age and stage of development. The Head Teacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons
- illegal drugs
- alcohol
- pornography
- fireworks or flares
- vaping paraphernalia
- chewing gum
- energy drinks



Staff can search a child for any banned item, or any item believed to be stolen if the child agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the child. However, the Head Teacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous/unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion.

Teaching and the curriculum

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing child self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes children' self-control and ability to self-regulate, and strategies for doing so. We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages children to be engaged.
- Invest time and energy in building positive relationships with children. This may include:
 - Greeting children in the morning/at the start of teaching sessions.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
 - Highlighting and promoting prosocial behaviour.
 - Concluding the day positively.
- Make reasonable adjustments to expectations and to consequences for anti-social behaviour for children with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.



Child support systems:

We regularly review the support available to those individual children identified as being at risk of disaffection. The support offered includes:

- Thrive – trained Thrive practitioners can work on a 1-1 basis with individual children or work with small groups.
- Access to alternative curriculum
- Teaching strategies – the leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for children whose behaviour may be the result of a learning difficulty, a disability or a medical condition.
- Planned “Time Out” –children who exhibit impulsive behaviour can be offered time where they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the SENDCo.
- Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support children’s social and emotional development.

Liaison with parents:

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.

We aim, through our interactions with parents, to help them to focus on examples of positive, pro-social behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

Parents, as well as our children, are given an opportunity to contribute to the review of this policy.

Monitoring and Review

Governors ensure that safeguarding and behaviour are an agenda item for every full governing body meeting.

Governors will be informed of any incidents of restraint, suspensions or permanent exclusions.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated Governor for safeguarding meets the Head Teacher every term (six times a year) to monitor the effectiveness of this policy.



Appendix A

Governors' written statement of behaviour principles- mandatory for maintained schools

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.