



NETHERAVON ALL SAINTS C E PRIMARY SCHOOL

High Street
Netheravon
Salisbury
Wiltshire
SP4 9PJ

Behaviour Policy

Date Approved:	
Date of Review:	September 2019
Signed:	File copy signed
Position:	Chair of Governors

Our School Vision - Learning and Succeeding Together

We aim to promote the full potential of all by developing their unique talents and skills through a broad, balanced and stimulating curriculum, within an inclusive, caring Christian environment where everyone is respected and valued.

Our Mission Statement

Our school recognises its historic foundation and strives to develop its religious character in accordance with the principles of the church at parish and diocesan level.

We aim to serve the community by providing education of the highest quality within the context of Christian belief and practice.

We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer all our pupils.

Rationale

We believe that in order to allow children to flourish educationally, socially and emotionally, we need an atmosphere in which there is firmness, consistency and fairness displayed by all adults who work in school. In order for children in the school to make good progress, teachers need to be able to give their attention to teaching. Good behaviour minimises distractions and ensures that children give their full attention to the learning process.

We believe that all children can behave well or can be encouraged to improve their behaviour. This positive expectation is consistently celebrated and shared with the children.

Our Aims and Objectives

- We aim to provide a safe, secure environment where children are encouraged, not discouraged; where mistakes are seen as opportunities for learning; where differences are respected, not ridiculed; where individuals take responsibility for their own actions.
- We aim to provide a school environment in which effective teaching and learning can take place.
- We aim to prepare each pupil to become a responsible member of the school, equipped to take part in its development.
- We aim to be a caring community which fosters respect, honesty, truth and kindness, co-operation and tolerance.
- Through the curriculum and extra-curricular activities, we aim to teach social and academic skills which will enable all pupils to develop their capabilities to the full.

Golden Rules

Our Golden Rules are displayed throughout the school, are on our website and apply to the whole school community.

They are:

- Be kind, friendly and show respect to others
- Try your best and help others do the same
- Look after our school and everything in it

Class Rules

Each class will determine its own rules, incorporating the Golden Rules, which will reflect the behaviour expected by the school. These are observable behaviours described at an age appropriate level e.g. use kind words, keep your hands and feet to yourself.

- Some rules, rewards, routines and sanctions will be negotiated with children themselves
- Rules will be prominently displayed and regularly referred to
- Children will be reminded frequently about the rules and why they were made
- Rules will be kept short, simple and realistic

Routines

Alongside the class rules are whole school routines such as walking in school, lining up, calm transitions, taking turns and good manners. These are explicitly taught in each class and recognised by all staff and pupils.

Whole School Behaviour System

Positive reinforcement for expected behaviour is by far the most effect tool to promote excellent behaviour so at Netheravon All Saints C.E. Primary School we use a tiered approach to managing behaviour in class. This is clearly explained to the children at an age appropriate level and consistently used across the school.

Each classroom has the same behaviour display which is worded as follows:

Superstar

Great job

Ready to learn

Think about your choices

Consequence

Individual Rewards

All children start the day on 'Ready to learn' and are able to move up and down according to their behaviour choices.

- Children are able to move up the ladder, and so if they are spotted going 'above and beyond' the golden rules and LEARN values their name gets moved to the 'Great job' sign.
- Exceptionally positive behaviour will result in a child's name being moved to 'Superstar' and are awarded with a Superstar Reward token to take home and a school certificate.
- Each week the class teacher will award a LEARN to be FRIENDS certificate.

All school certificates are given out during the weekly collective worship session which celebrates their achievements. Parents are notified in advance, so they can attend.

Individual Consequences

- If a child makes the wrong choice for any reason (e.g. misbehaving, being disruptive, not completing work set) an adult will move the child's name down to 'Think about your choices' and ask the child to take some time to make the right decision/choice and then resume their learning by behaving in the appropriate way and in accordance with school/class rules.
- If a child continues to make the poor behaviour choices the adult will issue a consequence. This will depend on the level of inappropriate behaviour, but can include moving the child within the class, sending them to a 'buddy' class or copying out the school's 'Golden Rules' or completing work during playtime or lunchtime
- If the inappropriate behaviour occurs in the afternoon the same will occur with an option, in the absence of a play/break time, for the 'Golden Rules' or work to be sent home to complete by the following morning.
- Once their consequence is 'spent' the children then move up to 'Ready to learn' in readiness for the next session or following day.

It is important that children understand the school's expectations; what is acceptable and unacceptable behaviour. All children begin the day or session on 'Ready to learn' and are taught how to show an adult that they are ready for learning. This aim is to get back to Ready to Learn, or back to learning, as quickly as possible.

Rewarding Good Behaviour

It is proven that praise and reward are the best form of action, and at Netheravon All Saints C.E. Primary School, we want to promote positivity and make examples of good behaviour. All staff use verbal praise often and regularly spot children following the Golden Rules. Rewards such as showing work to a chosen teacher, stickers, notes/messages to parents are used at the teacher's discretion.

House Points

All staff and every child in our school is a member of a House. House points are awarded by all staff and special visitors for modelling the school values and following the Golden Rules.

The class teacher will keep a running total of house points displayed in the classroom. Each week the class with the most house points wins an extra 15 minute 'Golden Time' break.

During collective worship when awards are celebrated the House points are added to a rolling total and displayed in the hall. The House with the most points at the end of each term will win a 45-minute Golden Time. This will be supervised by staff from the winning House and the reward collectively agreed by the staff and children such as one of the following activities:

- 'Scooters and skates'
- Mini Disco
- DVD/Cartoons and popcorn
- Board and card games
- Other to be agreed with the Headteacher

Top Table

The kitchen staff and MDSAs (Lunchtime Supervisors) award raffle tickets at lunchtime to children displaying good manners. Three names from each Key Stage are drawn out during Celebration Assembly and these children along with a chosen friend have lunch on the VIP table on Fridays accompanied by a member of the SLT.

Other Achievements and Awards

Once per week Collective Worship takes the form of 'Celebration'. During this time, we celebrate birthdays, attendance, school and outside achievements and certificates.

Dealing with Extreme Incidents and Persistent Unacceptable Behaviour

Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, and we have set out within this policy our expectations and responses. However, there may be occasions when a member of staff is in an exceptional position of having to use their professional judgement to act immediately and appropriately in order to manage a situation effectively and safely, rather than specifically applying this policy in detail. The Governing Body recognises the professionalism and integrity of our staff in these events.

On those rare occasions when an incident of extreme or serious behaviour occurs, it will be reported immediately to the Head Teacher or in their absence, the Deputy Head Teacher. (There may be times when neither are in school and the responsibility of the schools is delegated to a Senior Leader. In this instance, they act on behalf of the HT or DHT but are not delegated the decision to externally exclude.)

Parents of both the perpetrator and the victim will be informed as soon as possible when it is deemed to be an extreme or serious incident.

Examples of behaviour deemed to be extreme, serious and/or unacceptable are:

- being offensive or any other verbal abuse intended to be derogatory including sexist, homophobic or racist remarks

- deliberate physical injury to a child/adult
- stone throwing
- bullying (as defined by the Anti Bullying Policy)
- theft
- serious provocation
- group or gang like behaviours
- deliberately damaging school property
- verbal abuse or swearing

Please note this list is not exhaustive.

An Incident Log must be completed by the adult and/or staff involved at the time or as close to as possible. All incidents will be investigated by a member of the Senior Leadership Team (SLT) or SENCo and the Headteacher will be kept informed of any investigation and outcome that takes place. All bullying and racist behaviours are reported to governors and in the case of racism, to the Local Authority.

If more than one extreme incident occurs during a week or a child consistently fails to respond to the system of behaviour and sanctions, the parents will be informed, and their help and cooperation sought. This could include appropriate targets for improvement through a 'report card' system being set or an Individual Behaviour for Learning Plan. (See below.)

An Individual Behaviour for Learning Plan

From time to time a child may exhibit on-going behaviours that are unacceptable. In such cases, meetings will be held with the child's parent/s or carers and the underlying reasons for the behaviours will be explored. Led by the Inclusion Leader and/or SENCo, a 'Behaviour for Learning Plan' will be drawn up to provide a structured framework for behaviour improvement. The Individual Behaviour for Learning Plan will include: behaviour targets; strategies to help achieve the targets and actions the school will use to manage any on-going, unacceptable behaviours. The Behaviour for Learning Plan is signed by the Headteacher/SENDCO, parent/carer and child. The support of external agencies such as Wiltshire's Behaviour Support Team may be sought.

The message we are giving the children is that 'Feelings are feelings but behaviour is a choice.' Children all begin the day or session on 'Ready to learn' and are taught how to show an adult that they are ready for learning. We wish to prepare our children for life in the outside world where they understand that consequences are intrinsically linked whether these are good or bad and they have a choice and control over this. It also helps them to understand that continued poor behaviour choices will not be tolerated.

Welfare and Wellbeing

All staff will use the Wiltshire Learn 4 Life resources to teach and reinforce behaviour and social skills and the Thrive Approach which is being introduced throughout the academic year 2018-19.

Through Learn 4 Life and the Thrive Approach the children will learn behavioural, emotional and social skills that will allow them to develop strategies for managing their behaviour and conflict.

Emotional Literacy Support is provided by trained Emotional Literacy Support Assistants (ELSAs) for children in Foundation Stage/Key Stage 1 and Key Stage 2. A wide range of support programmes are available including friendship and social skills, anxiety, bereavement etc. Parents will be consulted if ELSA or Thrive is required. Thrive intervention is provided by teaching assistants under the guidance of the SENCo who is a trained Thrive practitioner. Where a need has been identified, individual and/or small group intervention may be appropriate.

- All staff will encourage positive behaviour through effective classroom management.
- Clear rules and explanations will be given.
- Children will be expected to take increasing responsibility for their own behaviour.
- Clear guidelines will be provided to pupils and parents about acceptable and unhelpful behaviour.
- Parents will be expected to support the school in teaching appropriate behaviour.
- We will celebrate good behaviour and work to a system of rewards and sanctions, clearly defined.

The school will also teach children through the PSHEE (Personal, Social, Health, Economic Education) curriculum. This will also include regular circle times as described in the Circle Time Guidelines.

Use of Reasonable Force

In line with advice in the DfE publication 'Use of reasonable force': Advice for headteachers, staff and governing bodies (2013), if de-escalation strategies have failed or the circumstances do not allow for de-escalation, staff at Netheravon All Saints C.E. Primary School can use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Staff at Netheravon All Saints C.E. Primary School will not use force as a punishment; this is unlawful.

Exclusion

Exclusion (temporary or permanent) is an extreme step and last resort and will only be taken in cases where:

- long-term misbehaviour is not responding to implemented strategies and the safety and learning of others is being seriously hindered.
- an incident of extreme seriousness has occurred, and all parties need a short period to consider the best course of action.

Permanent exclusion may take place when an incident of extreme seriousness has occurred, following the failure of a range of other strategies. Details can be found in the school's exclusion policy.

Evaluation

We will monitor this policy on an ongoing basis by reviewing: the school accident book; the bullying incident book; the numbers of pupils referred to the SENCo for behaviour related concerns; and the number of individual behaviour plans and behaviour contracts in place.

We will survey the views of parents through parent/carer questionnaires. The views of pupils will be surveyed through the School Council, pupil questionnaires and by talking to pupils about behaviour concerns.

As part of our staff development programme, teachers, teaching assistants and MDSAs will work together in selected contexts and observe good practice with a view to providing feedback and coaching where appropriate.

Implementation of our Behaviour Policy

This Behaviour Policy has been written by the governors and staff of Netheravon All Saints C.E. School to manage behaviour in our school. It is owned by staff, pupils and volunteers who, under the direction of the Headteacher, share responsibility for implementing it. If it is to be effective, everyone must adhere to the Behaviour Policy with confidence and consistency.

There may be occasions when special rules need to be applied, i.e. swimming pool, science or technology lessons but the same principles of promoting good behaviour through the policy will always apply.

When choosing to send a child to Netheravon All Saints C.E. School, parents and carers are agreeing to support and abide by the policies of Netheravon All Saints C.E. School.

Complaints

Netheravon All Saints C.E. Primary School follows the complaints procedure recommended by the DfE. The Headteacher, is the school's Complaints Coordinator. The full procedure for complaints is available from the office upon request.

All third party providers offering community facilities or services through the school premises, or using school facilities are required to have their own complaints procedure in place and are informed of this in the letting information provided.



Netheravon All Saints C.E. Primary School

A Guide to Circle Time

What exactly are circle time sessions?

Circle time sessions provide a potential vehicle for classroom delivery of the Social Emotional Aspect of Learning (SEAL) curriculum. They involve all participants sitting in a circle, exchanging ideas and feelings on a range of issues that are important to them, including behavioural and emotional issues. Through a range of activities, they reinforce positive behaviours and promote the development of emotional and social skills. The very act of sitting in a circle emphasises unity and equality, and symbolically promotes the notion of equal responsibility. The teacher adopts a facilitative role in order to encourage participants to feel they too have the authority and control to solve the behaviour, learning or relationship problems that concern them.

Effective facilitators will show the following qualities and skills:

- enthusiasm: a positive approach to the children and the activities;
- good eye contact and the ability to show emotional warmth;
- empathetic listening;
- the ability to recap and reflect back what a child has said;
- the ability to keep up a lively pace during the session;
- the ability to use effective encouragement;
- the ability to respond pro-actively to negative behaviour;
- the ability to have fun through building in creative resources to the circle session.

Circle time operates within an agreed framework of guidelines: participants take turns to speak, listen and bring their ideas or concerns to the circle. Individuals are given time both to volunteer their own concerns for group help, and to offer encouragement to others. By dealing with issues affecting the classroom in this way, participants are encouraged to experience themselves as citizens of the classroom. By taking school improvement issues to the school council from the class circle, they are also able to experience being citizens of the school.

General guidelines for setting up circle time sessions

The following guidelines will help practitioners to set up effective circle time sessions.

- The ideal of confidentiality should be promoted, while accepting realistic constraints. It is a good idea to set up Time2Talk (one-to-one listening) and Think Books (non-verbal listening) so that if children have anything they would like to

discuss further with you, that they consider too personal or controversial, they have a vehicle for doing so in private.

- Participants may nominate themselves for help with a problem, but no one can choose another person to focus on
- Evaluate circle time sessions with the children and your support staff regularly
- Make sure any injustices are followed up. Circle time should not exist in isolation, but provide a vehicle to address problems and find acceptable solutions.
- Always end on a positive note

Ground rules for circle time sessions

Participants must:

- signal if they wish to speak, or if using a speaking object only speak when they are holding it (the facilitator may interrupt by touching the speaking object);
- speak positively to each other – no put-downs;
- listen when someone else is talking;
- not name anyone in the circle in a negative way. They must say, for example, 'someone is bullying me', 'I don't like it when people ...' rather than use a specific name.

The facilitator must:

- try not to say anything negative. If a child's behaviour is annoying, use proximity praise – praising another child in the circle for showing the desired behaviour
- try to value all opinions equally.

Structure of circle time sessions

PREFACE – Remind children of the social, emotional and behavioural skills they will be using during circle time: looking, listening, speaking, thinking and concentrating. Draw attention to these throughout circle time using non-verbal praise, verbal praise and stickers.

MEETING UP – Involves games that promote group cohesion, mix up the group, provide a sense of fun and enjoyment, and reinforce social, emotional and behavioural skills, rules and routines.

WARMING UP – Involves a 'round' that gives everyone a chance to speak. A speaking object is used to focus on the speaker and a ground rule emphasises that all others must listen. Stem sentences are used to encourage participation. For younger pupils, puppets can be used to good effect.

OPENING UP – This is the heart of circle time and provides a forum in which aspects of the curriculum can be delivered using a range of approaches including for example discussion and debate, literature, drama, puppets.

During this stage pupils can help each other to tackle complex problems – generating alternative solutions and setting individual or class goals and targets.

A problem-solving open forum is scripted in the following way: 'Is there anyone here who would like help with ...?' The children reply with 'I need help because I ...' . Children can say 'I will help by ...'

CELEBRATING SUCCESS – Involves participants acknowledging their own and others successes. It is an opportunity to give positive feedback.

CALMING DOWN – The final stage brings a sense of closure, and bridges into the next part of the school day. It provides an opportunity for visualisation and meditation activities and quiet cohesive games.

This structure can be used to provide a coherent delivery of the classroom work described in the SEAL materials.

School improvement issues can be discussed using a similar script as in the 'Opening up' session. Ideas generated can be presented to school policy makers perhaps via the school council.

They could be recorded, as in the example below.

Circle Time in Class *****	Date:
This week's circle time was about	
These are the ideas we came up with	
These ideas will go to the school council	

The whole-school model

Circle time is likely to be most effective when embedded within a whole-school approach, such as the Whole School Quality Circle Time model developed by Jenny Mosley. This describes a democratic and practical school management system which addresses social, emotional and behavioural issues through a systemic approach. Its features reflect closely the philosophy, guidance and practice embodied in the SEAL curriculum resource.

This model helps schools create the ethos advocated in the resource, by supporting them to create an environment in which social, emotional and behavioural skills can be developed.

The model is designed to build a sense of school community. It advocates the setting up of circles for all groups involved in the school, linked to each other by representatives. Such representatives from the individual circles can take school improvement issues to the regular 'policy maker' meetings. Thus the whole school becomes a 'listening school' in which all can influence the school via a transparent democratic process.

Essential features of the Whole School Quality Circle Time Model include:

- the setting up of listening systems for all pupils and all members of the school community – i.e. one-to-one, group and non-verbal listening;

- a focus on the emotional health and well-being of staff. All staff need to be able to model the personal qualities and behaviours they expect from pupils;
- a very visible moral values system – the Golden Rules – these are 'being' rules which apply in all parts of the school.

They come from the children's own ideas, are displayed everywhere and provide a clear statement of the school's Behaviour Policy.

All adults and children share the rules, routines, rewards and sanctions. They provide a secure framework for positive behaviour reinforcement. Everyone speaks the same language; everyone can catch pupils behaving well. They can say precisely what pupils are getting right precisely when they get it right. Pupils are then able to recognise, believe, and internalise positive messages about themselves and their peers.

For further information see *Primary National Strategy* - Social and emotional aspects of learning

Emotion Coaching and Restorative Conversations

In situations where a child's behaviour has fallen below the expected standards, where they have behaved in an inappropriate way or have lost their temper, the following process is the most effective way to get back on track.

- **Remain calm and in control of your own emotions**
- **Acknowledge the child's feelings/emotions** - "I can see you are feeling angry/upset... it's ok to feel that way.. I understand why you might be feeling that way."
- **Remind the child of the expected behaviour** – what is acceptable and what is not – "It's ok to feel xxx but it's not ok to do xxxx" "We can't behave that way even if you are upset/angry because it's not safe" " We all follow the school rules so we can't behave that way"
- **If required, suggest an immediate, alternative way of behaving** – "Instead of xxx you could choose to do xx" " This is not a safe place to feel angry/upset.. Let's go to a safe place to talk."
- **Find out what happened** – allow the child to speak and listen carefully to them without judgement. It is equally important to give your own dispassionate account of the event.
- **Acknowledge that others have been affected** – "How might your actions have made others feel?" "Who else has been affected by what happened?"
- **Ask the child for solutions to the problem** – "What might we do to make this better?"
- **Consider future responses** – "How can we do things differently if this happens again?"
- **Follow through the solution** – Restore, redraw, repair. A handshake, nod of the head or a kind word can bring the problem to a close or end. Being able to forgive somebody, say thank you or even say something like " I am glad we sorted it out." at the end of a conflict, sends a message that you can are ready to 'move on'
- **Get back to learning as quickly as possible** – "Let's get back to being ready to learn"

It is important that children feel they have been listened to and have been treated fairly whilst also being clear of what is acceptable behaviour in school. This technique also helps them to manage their feelings, develop greater independence and learn to manage and resolve issues for themselves.

Appendix 3

INDIVIDUAL BEHAVIOUR FOR LEARNING PLAN



SCHOOL: Netheravon All Saints C.E. Primary School

Name:	Year:	IBP No: 1	Plan Date: Term	Review By Date: Term
Target: To ensure			Positives:	
Identified Triggers:				
Pro-active strategies: <ul style="list-style-type: none">.			Early Warning Signs: Facial expression Body Language and tone of voice Behaviours	
Verbal Aggression / Physical Aggression / Damage to Property <ul style="list-style-type: none">.			What should staff do: <ul style="list-style-type: none">.	



Netheravon All Saints C.E. Primary School

STAFF USE ONLY - Serious Incident Log 2017-18

Name of child/ren					
Class:		Date of incident:		Time reported :	
Where: Please be specific <i>Middle playground</i>	When? Please circle/state Lesson play lunch/dining unstructured times out of school _____ (e.g. moving around site)				
Summary Details of incident: <i>Should include - who, what, where, when</i> 					
Name of person completing this form		Role:			
Other staff involved/ Informed (i.e. class teachers/s or via bulletin/briefing)					
Bullet Summary of Class Teacher Action (Include when/how parents are informed and incident details of follow up to child reporting incident)	<i>SLT member MUST be informed if incident requires further investigation, is a safeguarding or Child Protection matter or a serious incident as outlined in Behaviour for Learning Policy</i>				
Name of Senior staff informed		Date:		Time	
SLT action taken: Completed by SLT ONLY	Complete separate Investigation Form if necessary document and attach to this document				
What does this incident involve: Completed by SLT ONLY	i.e. Safeguarding/CP/Bullying/Discrimination/Radicalisation/Physical/Restraint				
Name: & Role Signed:		Date		Time:	

Please complete ALL the relevant sections where appropriate and hand in to Headteacher

Buddy/Partner Classes 2018-19

EYFS Oak



Y1 Ash

Y2 Maple



Y2 Willow

Y3 Beech



Y5 Sycamore

Y4 Rowan



Y6 Cherry