

North Cerney Primary Academy



Behaviour Policy

Last update: April 2020

Next update: April 2021

Signed by:

Headteacher

Date:

Chair of governors

Date:

At North Cerney Primary Academy, we aim to give our pupils the best start in life. We want them to be happy, independent learners, motivated by their natural curiosity of the world. We will know when we have achieved our aim because our children will have developed the four key skills for life.

- Courage
- Curiosity
- Perseverance
- Respect

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times.

Expectations:

We understand that our pupils' happiness requires the presence of positive relationships. Through reinforcing our four key skills for life and promoting our peace commitments we feel that the rules for exhibiting positive behaviour fall into two main categories:

We treat others as we wish to be treated

We respect others



Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon, respect, trust, friendship and tolerance for each other's wishes. We believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in a family home. We aim to have a positive and caring ethos and provide challenging well-planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

- Good Practice
- Deal with situations calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situation yourself to enhance your own credibility and authority.
- Do not leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in School should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.



Praise

We regularly praise the children for displaying and demonstrating our values and for following our rules. We use verbal praise and silent gestures such as a smile, thumbs up or a nod.

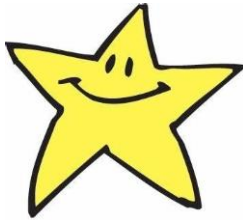
Celebration

We meet in worship weekly to celebrate hard work and good behaviour.

Children are selected to receive the star of the week award. They will hear the reasons why their teachers are so proud of them and receive a certificate to take home.

Children who are displaying positive behaviour and portraying good examples of following Christian values will receive a certificate in recognition of their behaviour.

During worship, children may bring in awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated.



Excellent attendance is celebrated with children achieving 100% and most improved attendance.

Class sanctions - The traffic light system

This visual aid will be displayed in each classroom at all times allowing any adult who is leading the class to use it. In EYFS, the staff and children follow similar traffic light procedures to KS1. In reception, yellow means 5 minutes thinking time and red means the child is sent to another classroom.

Sanctions at lunchtime

1. Follow the school sanctions as displayed on ks1/ks2 sanction sheet.
2. If a child continues, the Head teacher/Behaviour Lead will speak to the parents and the child will be asked to be off the premises at lunchtime for a specified period. The length of which will be determined at the discretion of the head in relation to the incident and renewed fortnightly.

Involving parents/carers

When parents are approached, it should be to seek their help, support, and inform them of any incidents, which may cause their child to become distressed or anxious. Involving parents, in most cases, follow these steps.

1. An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
2. Parents are invited for a formal meeting with the class teacher, senco or HT.

To setup positive links, adults in school are encouraged to keep parents/carers informed when their child has behaved well. This can be done verbally as well as giving certificates.

Further Information

Behaviour logs

A robust system called My Concern is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

Serious Incidents

On the rare occasion that a situation becomes unmanageable in the classroom, a red card sent to all members of staff and those in the position to respond do so immediately.

Illegal substance within school

Please refer to drugs and alcohol policy.

Internet safety

Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety policy.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Additional strategies to support inclusion

It is important that within our school community both adults and children value their own as well as others individually, to ensure, our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the senco will ensure that individual behaviour risk assessments are in place.

In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong
- Explaining what is acceptable and unacceptable behaviour
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents/carers at home.

Inventions/outside, agencies used to support behaviour management

- Outreach support from specialist provisions
- Observing pupils and advising on new strategies
- One page profile
- Behaviour risk assessment
- Boxall profile
- SEN referral
- Educational Psychologist/occupational health/speech and language assessments.
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management, organisation, and support to develop expertise of individual class teacher.
- Support for teaching assistants on managing behaviour
- Delivering training on behaviour management
- TEAM-TEACH - Positive Handling strategies
- Early Help Assessment/Children's services.

