



St. Nicholas' CE  
Primary School

## BEHAVIOUR POLICY

**“Let all that you do be done with love.” 1 COR 16:14**

Policy Date: September 2023

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## 1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

## 2. Aims of the Policy

### 2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the students at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students.

### 2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contributions of all.

## 3. Approach

- To involve all of the Academy community in understanding and celebrating the rules-Ready, Respectful, Safe
- To ensure that everyone knows and practises the core Christian values
- To regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good learning behaviours including effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child's behaviour and not the child him/herself
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues

- 3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.
- 3.2 We aim to establish a caring ethos where the quality of all relationships is positive. Children feel valued in relationships at all levels. All interactions within the school community are underpinned by the Academy's vision and values. All stakeholders consistently use the language of the academy.
- 3.3 We understand that exceptionally positive behaviour lies in the behaviour of adults and their ability to create a culture of certainty. We recognise the importance of consistent adult behaviour when managing the behaviour of children. All adults in the learning environments should hone certainty around behaviour expectations, to ensure expectations of behaviour are respected and unquestioned. Model shifts in adult behaviour to have the greatest impact:
- Deliberately notice something new about each child.
  - Focus positive attention on effort, not achievement.
  - Avoid telling children how their negative behaviour makes you feel.
  - Avoid shouting.
  - Introduce and develop non-verbal cues.
  - Focus positive praise on those going beyond expectations.
  - End each lesson or session with positive reflections and reinforcements.
- 3.4 We recognise the importance of explicitly training children to develop self-discipline and self-regulation. We provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

#### 4. Rewards

- 4.1 Our emphasis is on rewards to reinforce good behaviour, rather than on sanctions. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.
- 4.2 Verbal praise and marbles will be used in the first instance to reward good, improved and consistent behaviour. (For some children individual programmes for rewards may be considered where the child has additional needs and whole school measures are not deemed appropriate.)
- 4.3 Marbles will be given to children for outstanding growth mindset, behaviour and behaviour for learning or to reward the whole class. Only one marble is rewarded at a time. Classes work together to earn 100 marbles in order to get a class treat.
- 4.4 Postcards are used as a way of communicating with parents when their child has applied excellent learning skills or gone above and beyond during the day.
- 4.5 Hearts are used at break time and lunch time to promote and celebrate those children going above and beyond to be friendly, kind and generous in their play.
- 4.6 The 'Always' Club are a group of children chosen by the teachers each term for consistently high standards of behaviour. They will have regular meetings with the Headteacher which include a treat and to share ideas about how to improve behaviour across the school.
- 4.7 Year 6 are rewarded for good behaviour with additional roles, responsibilities and privileges which are reviewed annually by the Headteacher.

#### 5. Sanctions

*"Punishment doesn't teach better behaviour, restorative conversations do" - Paul Dix*

- 5.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval, is a powerful sanction.
- 5.2 The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied;
  - It must be made clear what changes in behaviour are required to avoid future sanctions;
  - Group sanctions should be avoided as it breeds resentment;
  - There should be a clear distinction between minor and major offences;
  - It should be the behaviour rather than the person that is punished.
  - Only the primary behaviour will be punished and secondary behaviours will be ignored or managed.
- 5.3 When discussing behaviour incidents with children, the behaviour of the adult lies at the heart of it all. It is important that all adults talk to them with a quiet, calm and non-confrontational voice while ensuring body language is positive, kind and un-intimidating. Conversations should be had in open spaces where adults sit next to, walk with or play with a child, creating space for honest reflections. All children should be given the opportunity to share their viewpoint.
- 5.4 Communication with families should be regular and consistent. Parents/carers should be made aware of behaviour concerns and incidents at every step.
- 5.5 The following sanctions are permitted for use in the Academy:
- Non-verbal warnings;
  - Informal verbal warning that is not recorded;
  - Formal verbal warning that is recorded;
  - Time out in the classroom;
  - Time out outside the classroom environment supervised by another member of staff;
  - Phone call home to parents;
  - Separate supervision during break or lunchtime.

The following behaviours are recorded on Smoothwall and regularly reviewed by the SLT:

Bullying

Homophobic Behaviour

Racist

Sexist

Violent Behaviour

Extreme Defiance

Vandalism

- 5.5 In extreme circumstances, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy.
- 5.6 It is important not to say, "Why did you do that?" We encourage adults to work through the following questions based on 'The Restorative 5':
- What happened?
  - What were you thinking?
  - How were you feeling?
  - Who else has been affected by this?
  - What do you need to do now so that the harm can be repaired?

**All staff have a list of questions designed to restore justice and enable reflections attached to their staff lanyard.**

5.7 Parents/carers will be informed of behaviour concerns and incidents if a sanction has been given that has required the involvement of another member of staff or has been recorded on Smoothwall as a Behaviour Incident.

## **6. Monitoring and Evaluation**

6.1 Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

6.2 This work forms part of our policy on Equal Opportunities.

6.3 Home / School agreement:

- Every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This agreement should be re-issued to parents regularly to remind them and their children of its importance.

## **7. Pupils' Conduct Outside the Academy Gates**

7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

7.2 Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.

7.3 Staff may discipline pupils for inappropriate behaviour in the following circumstances:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When identifiable as a pupil at the school;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When the student poses a threat to another pupil or member of the public;
- When behaviour could adversely affect the reputation of the school.

7.4 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **8. Confiscation of Inappropriate Items**

9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:

9.1.1 The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the

circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

- 9.1.2 The **Power to search without consent** for 'prohibited items' including:
- knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

9.2.1 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## 9. Reasonable Use of Force

10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

*'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.'* – Paul Dix, *'When Adults Change, Everything Changes'*

### Linked policies:

- Keeping Children Safe in Education (latest edition)
- DSAT Exclusions Policy
- DSAT Preventing and Tackling Bullying Policy