
Nacton Church of England Primary School

Nacton Village
Ipswich
IP10 0EU

(01473) 659370

Behaviour Policy

Version 18

Chair of Governors: Mrs Angela Laithwaite

Signed: _____

Chair of management group: Mr Owen Wheeler

Signed: _____

Date authorised: _____

Approval minuted: 4 October 2018

Date of next review: Spring Term 2019

1 Purpose

This document sets out the school's principles and procedures in relation to behaviour. We feel that this school has a special, unique, family atmosphere, which is due, in part, to our approach to behaviour. Our policy serves to inform those who work in the school, as well as parents/carers, and aims to ensure a consistent approach.

2 Process

This policy document was drawn-up by a group of the Governing Body in consultation with the staff, Headteacher, parent representatives and members of the Church. The Behaviour Policy is made available on the school's website (<http://www.nacton.suffolk.sch.uk/policies/>). The policy is consistent with the LA's guidelines on pupil exclusions (see <http://www.suffolklearning.co.uk/> – note that this site is being updated). It was updated in September 1998 to take account of the provisions under the Education Act 1997 and subsequent amendments.

3 Aims and Objectives

- To encourage a calm, purposeful and happy learning environment within our school.
- To foster positive attitudes towards everyone, where achievements at all levels are celebrated and valued.
- To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
- To ensure that expectations of behaviour are clearly communicated to children.
- To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
- To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
- To raise self-esteem and teach positive Christian values through the content and delivery of the curriculum.
- To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
- To effectively manage incidents of bullying, sexism or racism if and when they occur.
- To develop a consistent approach to behaviour management across the whole school.

4 Providing a Safe and Supportive Environment

We feel that it is important for children to strive for high standards both academically and socially. In order to attain these goals the children should be made aware of what they are aiming to achieve. Through discussions incorporated in RE and PSHE pupils are encouraged to discuss these targets and to outline appropriate behaviour in the school context. These issues are highlighted in Assemblies. These rules are discussed with each class at the beginning of each academic year and added to by the pupils as necessary to develop class rules.

4.1 Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with care and respect at all times.
3. To respond appropriately to the instructions of staff and other adults working in school.
4. To take care of property and the environment in and around school.
5. To cooperate with children and adults in all aspects of school life.
6. To help formulate and comply with the classroom rules.
7. To move sensibly and quietly in and around school.
8. To share in celebrating the achievements of all members of the school community.
9. To behave sensibly.
10. To take responsibility of their own actions

4.2 Responsibilities of Staff

1. To fully comply with the school's policies and procedures.
2. To attend appropriate training.
3. To inform the Headteacher of any concerns.
4. To treat all children fairly and with respect.
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences.
6. To maintain high expectations of pupil behaviour and learning.
7. To provide an interesting, relevant and challenging curriculum.
8. To create a safe, stimulating and pleasant environment for learning.
9. To use rules and sanctions clearly and consistently.
10. To be a good role model for behaviour.
11. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim.
12. To recognise each child as an individual and to take into account the needs of each child.
13. To praise and reward appropriate behaviour and achievements.
14. To encourage calmness through the use of quiet tones and fair discipline.

4.3 Responsibilities of Parents

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school.
5. To offer help and support with learning at home, including the completion of homework.
6. To encourage independence and self-discipline in their children.
7. To establish good communication with school staff and support the behaviour policy.
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
9. To work with school staff to address and review any behaviour issues with their children.

4.4 Responsibilities of Governors

1. To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
2. To ensure the Behaviour Policy is made available to parents on request.
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
5. To ensure that staff undertake appropriate behaviour management training.
6. To nominate a Governor to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the head teacher.
7. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

5 Government Guidance on Ensuring Good Behaviour in School

Nacton Church of England Primary believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our school. Our school has adopted the following Government guidance (taken from Department for Education publications: Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016); Searching, screening and confiscating: Advice for headteachers, school staff and governing bodies (January 2018); Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)):

Powers to Discipline:

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Punishment:

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours.

Teachers can confiscate pupils' property.

Searching Pupils:

School staff can search a pupil for any item if the pupil agrees.¹

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- *knives or weapons*
- *alcohol*
- *illegal drugs*
- *stolen items*
- *tobacco and cigarette papers*
- *fireworks*
- *pornographic images*
- *any article that the member of staff reasonably suspects has been, or is likely to be, used:*
 - *to commit an offence, or*
 - *to cause personal injury to, or damage to the property of, any person (including the pupil).*

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of Reasonable Force:

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

...

Schools cannot: use force as a punishment – it is always unlawful to use force as a punishment.

...

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the

¹ The ability to give consent may be influenced by the child's age or other factors.

circumstances to conduct a search for ... “prohibited items” [see Searching Pupils, above].

Force cannot be used to search for items banned under the school rules.

The Headteacher authorises teaching and support staff who have completed Schoolsafe training to use reasonable force for the purposes given above.

Confiscation:

As stated on the school website parents are asked not to send their children to school with jewellery or other valuable items such as toys, radios, mobile phones etc. Such items may be removed for safekeeping, kept in the school office (in the safe, if of significant value), and returned to the owner or parent at the end of the school day. Items that pose a risk to the health and safety of either the owner or others are treated in the same manner.

Detention:

We hold the right to detain a pupil at break or lunch time due to breaking any of the pupil responsibilities.

The school has the right to detain a pupil, on disciplinary grounds, after the end of a school session. At the moment the school has no plans to enforce this as a sanction. However, this policy will be reviewed annually.

Exclusion:

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

Statutory guidance on exclusion is provided by the Department’s guidance: Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017).

6 School Training and Staff Induction

At Nacton Church of England Primary, we believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of all staff and it is important that everyone works together to achieve the school’s aims. The behaviour policy and behaviour procedures have been formed in collaboration with all staff, the student council and the Governing Body. The Department for Education expects that “every teacher will be good at managing and improving children’s behaviour” (DfE, April 2011) and our School maintains the same high expectations.

To support the encouragement of good behaviour and discipline in our school, all Staff receive appropriate and relevant training in behaviour management. All staff, including Lunchtime Supervisors, have opportunities to be involved in specific

training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the school's systems. Any Newly Qualified Teachers will receive training and support as part of their induction. Their NQT Induction Tutor will support them with any concerns and issues regarding behaviour management strategies and the school's procedures. Any new members of staff will receive training in the school's behaviour policy and procedures as part of their induction.

6.1 Related School Policies

The Behaviour Policy is one of the essential Safeguarding Policies of the School.

The following school policies are related to the Behaviour Policy:

- Safeguarding Policy
- Health and Safety Policy
- E-Safety Policy
- Attendance Policy
- Medical Policy
- Special Educational Needs Policy

7 The Behaviour Procedure

We celebrate good work, good behaviour, good attitudes and individual effort at Nacton Church of England Primary. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour.

7.1 Rewarding Good Behaviour

Reward systems are in place across the school depending on the age and abilities of the pupils in each class and the agreed classroom rules. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Verbal praise and feedback.
- Written feedback in children's workbooks.
- Encouraging calmness through the use of quiet tones and fair discipline.
- Circle time.
- 'Star of the Week' awarded in Celebration Assemblies.
- Stickers.
- Verbal, written and text or email messages home to parents.
- Visiting the Headteacher with 'good work' and good news.
- Notes sent home when pupils have had some achievements to celebrate.
- 'Lunchtime Award' stickers (KS1) and 'Good Manners' certificates.
- 'Golden Time' – collective awards that whole classes can earn.
- Reward cards.
- Gold behaviour certificates given to pupils who move onto gold or the rainbow/pot of gold.
- Termly raffle prize draw for good behaviour choices.

7.2 Addressing Inappropriate Behaviour

KS1 use a sun (expected behaviours) and cloud system and record incidents and persistent inappropriate behaviours. It consists of a rainbow, sun, sun and cloud and a cloud. A designated member of staff analyses behaviour and follows up with chats to pupils. The class teacher informs parents and carers as appropriate.

KS2 use a colour system and record inappropriate behaviour; it consists of gold, green, yellow and red. These are analysed weekly by a member of staff responsible for behaviour management and followed up with pupils, staff and parents. The same system is used to record inappropriate behaviour in the classroom.

In the outdoor environment, at playtimes or lunchtimes we give the children a 'Strike' system where they have three strikes given before they have to come off the playground. Examples of a strike may be not using a piece of playground equipment in an appropriate way, speaking rudely to another child or adult or failing to carry out a clear instruction after repeated attempts of being asked.

In daily collective worship pupils are given the opportunity to sit calmly and reflectively and a child may be moved away from another if they disrupt this time. They would then spend time at break reflecting on their own behaviour choices.

All these systems allow children to reflect upon their behaviour and to make improvements. Children who require extra behaviour support will be given a BSP (Behaviour Support Plan) which will be reviewed monthly with parents/carers, giving the child clear targets to work upon and/or an individual weekly target sheet.

Procedure:

1. Key Stage 1 children's names start the week on the sun. Key Stage 2 children's names start the day on green. If children demonstrate outstanding behaviour their names can be moved to gold (KS2) or the rainbow/pot of gold (EYFS and KS1)
2. Verbal reminder – the child is reminded that their behaviour is inappropriate – this may be talking at the wrong time, distracting other pupils or being distracted, not following instructions after repeated requests, saying unkind things or not having equipment ready.
3. Yellow/Sun and cloud – the child is continuing with the above behaviour and their name is moved on to yellow (KS2) or the sun and cloud (EYFS and KS1). The reason for being moved is explained, along with the positive behaviour they can show to get back on the green/sun.
4. Red/Cloud – If inappropriate behaviours continue their name is moved on to red (KS2) or the cloud (EYFS and KS1). The reason for being moved is explained, along with the positive behaviour they can show to get back on the green/sun.
5. Exit – KS2 – the child will be moved into another class for the remainder of the session. This will happen when the child persists with behaviour to a point

where it impacts negatively upon the learning of themselves and other children. Parents/Carer will be informed by letter.

EYFS/KS1 – If inappropriate behaviours continue, their name is moved off the sun and they are sent to the headteacher.

6. Internal Exclusion – this will apply if there are 3 exits in one half term and will be recorded in the child's records. The child will be working away from the other children for a day. Parent/Carer informed.
7. Fixed Term Exclusion (please see section at the end on exclusions).
8. Involvement of Chair of Governors and LA.
9. Permanent Exclusion.

7.3 Incidents of a Serious Nature

Incidents of a very serious nature or a persistent nature (e.g. bullying, physical aggression), will be referred to and dealt with by the Headteacher or senior teacher in her absence. This will usually involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' or a 'Behaviour Support Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

7.4 Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ from our regular procedure and will be completed on a case by case basis in order to ensure that the child's needs are being met. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

7.5 Responsibility

- Teachers have responsibility for classroom behaviour.
- The teacher on duty has responsibility for playground behaviour before school from 8.40am to 8.55am and from 3.15pm to 3.25pm.
- The teacher(s) and adults on playground duty have responsibility at morning playtime and afternoon playtime as appropriate.
- Midday Supervisors and the Senior Management have responsibility for lunchtime management and behaviour.
- The Head teacher has overall responsibility for the day to day implementation of the Behaviour Policy and for dealing with more serious problems in class or outside. All staff should liaise with the Head over any problems or suggestions for improvements.

8 Bullying

Definition

Bullying is defined as the domination of one child by another or others where a persistent pattern of behaviour occurs. This can include repeated incidents of physical, and/or verbal and/or racist abuse where a child is hit, kicked, threatened, locked inside a room, sent nasty notes or when no-one ever talks to them.

When these things happen it is often difficult for the victim to defend him/herself. It is also bullying when a child is teased repeatedly.

However, if two pupils of equal power or strength have occasional quarrels, this is not bullying.

Identifying bullying

- Staff vigilance in the classroom and at break times – identify potential bullies/victims.
- Information from parents/children.
- Staff awareness of changes in pupil behaviour, work, mood and attitude.
- Witnessing physical/verbal abuse.

Strategies to combat bullying

- Positive input from all staff.
- Centralised record of significant incidents (Red Incident Book) in order to detect patterns and identify bullies/victims.
- Providing a variety of playtime activities.
- Reinforce school philosophy regarding the treatment of others after an incident has occurred.
- Encourage a respect for others and value of their personal space.
- Reinforce and praise positive behaviour patterns.
- Circle Time in class PSHE.
- The School Council as a forum to raise concerns across the school.
- Playground Friends to support the development of active and co-operative play.

Investigating incidents

Guidelines for listening to victims, witnesses and bullies

Bullying and other serious incidents need to be investigated on the day they occur if possible and should be recorded on an Incident Form.

The Head teacher should be informed immediately of any serious incidents.

- Children need to be given time to explain the incident in a quiet, calm atmosphere.
- Children should, where possible, write down what happened or a member of staff record details.
- Any member of staff who witnessed the incident must record details and sign them.

- Children need time to respond to further accusations or to remember other incidents.
- All information needs to be collected and considered before further action is taken.
- Parents/carers should be informed of the incident and the action to be taken.

9 Monitoring Behaviour

As already described, we feel it is important that serious incidents of bad behaviour/bullying should be recorded centrally, to detect behaviour patterns, to identify bullies/victims and to provide evidence when reporting to parents and outside agencies. All serious incidents reaching stage 5 in the school's levels of sanctions, should be recorded, dated and signed with full signature on an Incident Form.

The behaviour policy will be regularly monitored by the staff at meetings and will be fully reviewed annually.

10 Allegations Regarding Person(s) Working in or on Behalf of the School (Including Volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child;
- b. possibly committed a criminal offence against or related to a child; or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the Suffolk County Council Safeguarding Children Board procedures.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher in a locked filing cabinet.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Action:

1. The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record.
2. In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'.
3. The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.

4. The person against whom the allegation has been made will not be approached at this stage unless it is necessary to address the immediate safety of children.
5. The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.
6. The Headteacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation.
7. Consideration will be given throughout to the support and information needs of pupils, parents and staff.
8. The Headteacher will inform the Chair of Governors of any allegation.

Every effort will be made to maintain confidentiality and to guard against unwanted publicity while an investigation is being investigated.

Disciplinary action will be taken against a pupil who has been found to have made a malicious accusation. Advice will be sought from the Local Authority Designated Officer and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent exclusion.

11 Exclusions

11.1 Extremely serious incidents, which could lead to exclusion

Exclusion is used as a last resort when all other channels have been exhausted and all school levels of sanctions have been tried.

It will be considered according to the National Standard List of Reasons for Exclusion:

1. Physical assault against pupil.
2. Physical assault against adult.
3. Verbal abuse/threatening behaviour against pupil.
4. Verbal abuse/threatening behaviour against adult.
5. Bullying.
6. Racist abuse.
7. Sexual misconduct.
8. Drug and alcohol related.
9. Damage.
10. Theft.
11. Persistent disruptive behaviour.
12. Other (includes incidents not covered by the categories above, but this category should be used sparingly).

Factors to be taken into account:

1. age and health;
2. previous record;

3. domestic situation;
4. parental, peer and other pressures;
5. severity or frequency of the behaviour and the likelihood of recurrence;
6. whether the behaviour occurred on the school's property;
7. whether the behaviour was committed alone or as part of a group;
8. whether the child has Special Educational Needs.

11.2 Temporary, Fixed Period Exclusion

The Headteacher has the power to exclude a child for up to 45 days in any year. The Headteacher is required to inform the LA immediately of all permanent exclusions and those of longer than five days and termly of all other exclusions. Lunchtime and half-day exclusions must also be recorded. It is expected that any fixed period will be for the minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. A first fixed period lasting from one to three days will often be appropriate.

Parents/carers will be informed by telephone, if possible, and in writing. Arrangements will also be made for the pupil to have work set and marked. An appointment to resolve the matter will also be arranged at the same time. Parents/carers will be informed of their rights to make representation to the governing body and the LA as appropriate. The school may wish to make a home/school agreement for re-admission into the school.

Model letters are available at: <http://www.suffolklearning.co.uk/> – note that this site is being updated.

The governing body will be informed of all exclusions within 24 hours. For exclusions of more than 5 days the governing body will meet to consider what action to take. This may include the involvement of outside agencies or the reinstatement of the pupil. Pupils will not be excluded for more than 15 days without the establishment of a plan of reintegration.

Should a child be excluded for more than 6 days, Nacton has a mutual agreement with Bucklesham and Waldringfield Schools to accommodate the pupil.

11.3 Permanent Exclusions

Where a child is to be permanently excluded the parents/carers will be informed, in detail, of the reasons for the exclusion. Parents/carers will also be informed of their rights to make representation to the LA and/or the governing body.

The Head teacher will notify the LA and governing body. A governors' meeting will be held to confirm the exclusion or reinstate the pupil. Parents/carers will be informed of their right to appeal.

12 Document History

Version	Date	Comments
Issue 1	03/02/95	RG, HR,GG,AL
Issue 8	18/11/09	Pupil discipline committee terms of reference moved to separate document. Removed text on authorised absence that had been moved to Attendance Policy. Added policy on confiscation. Issued following full Governing Body review.
Issue 9	17/11/10	Change from LEA to LA. Noted terminology change back to Child Protection.
Issue 10	16/10/11	Change of name from Education Welfare Service to Education Attendance Service. Insertion of reference to Access and Inclusion Policy
Issue 11	21/11/12	No changes.
Issue 12	06/03/13	Extensively rewritten. Name changed from “Behaviour and Discipline Policy” to “Behaviour Policy”.
Issue 13	06/03/14	Approved with no changes.
Issue 14	05/03/15	Links to County guidance and model letters added; no other changes.
Issue 15	03/03/16	Related policies updated and reference to Prospectus removed. Reference to withdrawn DfES document removed.
Issue 16	10/01/17	CEVC changed to Church of England due to change of status. School prospectus changed to website. 4.1 ‘Taking responsibility of own actions’ added in by request of the student council. 7.2 Checked by midday supervisors and student council and lunch time three strike strategy added in.
Issue 17	07/03/2018	Updated references to, and quotations from, DfE guidance documents. Removed broken deep links to suffolklearning.co.uk while site is updated.
Issue 18	04/10/2018	7.1 Inclusion of gold behaviour certificates 7.2 change to KS2 behaviour management system 8 Removal of red incident folder as incident forms are used instead.

13 Appendix

Good Behaviours:

- Looking at the person who is talking.
- Listening to what others say.
- Following instructions at the first time of asking.
- Sharing and being polite to others.
- Concentrating on work.
- Sharing ideas, asking and answering questions.
- Holding doors open.
- Having your reading book in school.
- Having the correct equipment to work.
- Handing in homework on time.
- Looking after school equipment.
- Keeping the classroom tidy.
- Using manners.

Behaviours that will be **reminded** and then **warned** that they are not appropriate:

- Being distracted and distracting others.
- Talking when other people are talking.
- Not following instructions.
- Saying unkind things.
- Being rude and answering back.
- Not having your diary or reading book in school.
- Not looking after school equipment.

Unacceptable behaviours

- Swearing.
- Being physically aggressive.
- Being verbally aggressive.
- Deliberately damaging school property.