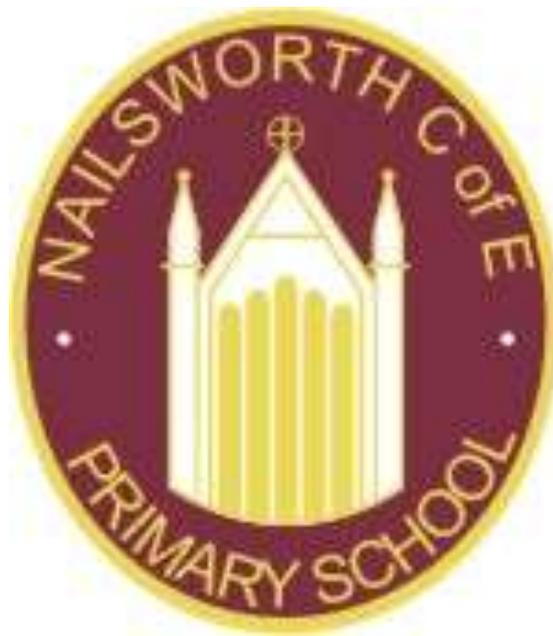


Policy Statement for

Behaviour



Change History	Summary of Key Changes
Dec 2014	Updated to new format
June 2014	Updated following a Behaviour Review with Governor
Oct 2015	Updated following a Behaviour Review with staff
April 2016	Updated following a Behaviour Review with Governor
Jan 2017	Updated following review of Behaviour Letter system
May 2017	Updated section 6

1	Rationale
1.1	Introduction
	This policy outlines the approach to support pupils' effective behaviour at Nailsworth C of E Primary School.
1.2	Who is responsible?
	All pupils, staff, parents have a responsibility for ensuring that this policy is implemented consistently. The Headteacher is responsible for the overall management of this policy. There is a designated Governor of Behaviour from the Standards Committee.
2	Aims and rationale for Behaviour at Nailsworth
	<p>Behaviour Policy in a Nailsworth C of E Primary School is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ.</p> <p>The aim of these values is to underpin the school vision "Together, inspired by the challenge".</p> <p>The vision is depicted by:</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Together,</p> <p>inspired by the challenge ...</p> <p><i>Whatever the challenge, make it happen by...</i></p> <p>Feeding the mind Strengthening the body Copying a role model Taking massive action Strengthening the spirit by being grateful and giving extraordinarily</p> </div> <div style="flex: 1;"> </div> </div> <p>The key criteria for success is children who are self-monitoring and self-correcting.</p>
3	<p>Behaviour Policy in a Nailsworth C of E Primary School aims to:</p> <ul style="list-style-type: none"> • foster a positive and compassionate environment in which all children can flourish and reach their full potential, • develop relationships based on respect, generosity, integrity and trust between all members of the school community, including parents and members of the

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Review Frequency	Three years	Updated	May 2017
		Date ratified by Governing Body	May 2017
Version`	3.0	Next Review	May 2020
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	<p>Governing Body,</p> <ul style="list-style-type: none"> raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways), ensure that there is clarity about the procedures and sanctions agreed by all stakeholders,
3.1	<p>The behaviour policy is implemented through three key areas:</p> <ul style="list-style-type: none"> Inspired by the Spirit of Christian Values Successful Human Being Quality first teaching <p>Within these key areas, the following simple language is used:</p> <ul style="list-style-type: none"> When the smiles stop, the game stops What you give out, you will get back You are in control of yourself, you choose your own actions/words Are your actions working for both you and me? Are you self monitoring/self correcting?
3.2	<p>Approach in class - Teachers will:</p> <ul style="list-style-type: none"> model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children. be able to convey clearly and with confidence expectations of behaviour benefit from a calm and secure environment in which to teach effectively build positive relationships with parents and the whole school community develop personally and professionally
3.3	<p>Approach in playground and around the School – all staff and all pupils are responsible for effective behaviour. The key messages are:</p> <ul style="list-style-type: none"> Are you demonstrating a Christian Value? Are you self monitoring/self correcting? Are your actions working for both you and me?
4	<p>Celebration Children will:</p> <ul style="list-style-type: none"> build strong relationships experience what it means to live as a member of an open, generous and forgiving community benefit from a calm and secure learning environment be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

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	<p>Parents and carers will:</p> <ul style="list-style-type: none"> • be fully informed about the school's ethos, core Christian values and the Behaviour Policy • feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's values • be confident that their child is developing personally, socially and academically • be offered opportunities to explore further the schools' values at home; for example through the publication Home School Values • feel welcome in school to discuss their child's progress in a positive atmosphere.
4.1.	<p>Celebrating the Values in action - R.E. specific</p> <ul style="list-style-type: none"> • Doves are aimed at giving encouragement along this journey. These may be given by staff and parents/carers and are written with the names of those who have demonstrated the 'value in action', (e.g. shown generosity towards them). This behaviour will be affirmed and praised during the celebration worships each day. <p>The vision is designed to create inspired and self-motivated pupils who are successful humans beings and achieve because they wish to make the biggest difference in the world, so the values can also be rewarded through:</p> <ul style="list-style-type: none"> • House points • HT awards • Class star of the week
5	<p>Consequences: Response to Inappropriate Behaviour</p> <p>When dealing with behaviour that falls below the expected standard throughout the school, adults will:</p> <ul style="list-style-type: none"> • ensure that the child understands why his/her behaviour is not appropriate • seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing. • establish the facts and reserve initial judgement • use punishments sparingly; a removal of privileges will be used as the principal sanction • remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups • provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable • When dealing with behaviour that falls below the expected standard within the classroom, teachers will: <ul style="list-style-type: none"> • deal with classroom problems, whenever possible, within the classroom • require unacceptable work to be repeated • expect a child to make up for wasted time during his/her free time; e.g. at break or dinner time • inform parents if equipment is deliberately damaged and invite them to replace it • use the 'ask, tell, send' approach- based approach. (Ask – Ask child to behave, reminding him/her of appropriate behaviour. Tell – Tell the child to behave appropriately eg I've asked you to sit quietly, now I'm telling you to sit quietly...

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	Send – If the child continues to misbehave, he/she is sent to another area of the classroom for a ‘Time Out’ session. When the teacher has an opportunity he/she will then speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be sent to SLT.)
5.1.	<p>A default basis in school that may be used is the Snake.</p> <p>The Snake operates at different levels:</p> <ul style="list-style-type: none"> • A child making good choices will be rewarded by moving step by step up the snake. • Ultimately, when they reach the top of the snake they are rewarded with a certificate in Worship. • A child that needs to moderate behaviour is moved down the snake. <p>It is important that at the start of each new day, every child starts again from the first step of the snake. Once the class feel they are able to self-monitor and self-correct, then they may choose not to use the snake.</p> <p>There are non-negotiable areas of ineffective behaviour to ensure high expectations are maintained. These area are:</p> <ol style="list-style-type: none"> 1. Persistent classroom disruption 2. Running off or leaving the designated learning environment without permission 3. Fighting or hurting someone, including retaliating 4. Swearing and/or use of inappropriate language 5. Physical damage to property or stealing <p>Where a pupil has made a mistake and shown unacceptable behaviour in any of these areas, a BEHAVIOUR LETTER will be sent home:</p> <ol style="list-style-type: none"> 1. FIRST LETTER - parents will receive a letter informing them of the incident and the pupil will miss their next breaktime and lunchtime. 2. FOURTH LETTER - we will ask parents to come and discuss their child’s behaviour with the class teacher and Mr Davis, SENCO, to agree how we can work together to improve behaviour. 3. EIGHTH LETTER - parents will be invited to a Behaviour Review meeting and their child will receive a ½ day “in school” exclusion where they will work in isolation away from their class. This preventative meeting will agree appropriate support and outline further consequences that may include fixed term exclusions, where the child must stay at home, or in serious situations, permanent exclusion.
6	<p>The Use of Reasonable Force to Restrain Pupils.</p> <p>Staff at the school will only use physical contact with pupils when a pupil has to be prevented from or stopped from injuring themselves or others.</p> <p>The school does not use this as a routine form of intervention and is used only in</p>

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	<p>exceptional circumstances.</p> <p>All incidents will be reported to the Head teacher and recorded on a pupil log.</p>
7	<p>Other Policies to be aware of:</p> <ul style="list-style-type: none"> • Exclusion Policy • Anti Bullying Policy • SEND Policy • Safeguarding & Child Protection Policy • Online Safety Policy • Educational Offsite Visits and Trips

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