

Behaviour Policy

Updated Jan 2018

Netherfield Primary School

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Rationale:

At Netherfield we expect all children to behave well. They need to understand how to behave well and how others are expected to behave towards them. This will be continuously and consistently encouraged and modelled well by everyone. Good behaviour will encourage and support friendship, learning and self-confidence. In a classroom, good behaviour is not simply the absence of disruptive behaviour; it is good behaviour for learning characterised by enthusiasm, perseverance and cooperation, engagement and enjoyment.

We encourage our parents to know and understand our behaviour policy so that they may support us both at home and at school.

The school has five key values, which underpin our behaviour policy.

They are:

Values	Meaning	Rules
Integrity	Doing the right thing, even if no one is looking.	<ul style="list-style-type: none"> • Never steal • Do not damage things of purpose
Respect	Acceptance of the feelings, wishes and rights of others.	<ul style="list-style-type: none"> • Do not hurt people’s feelings • Do as the adults say
Kindness	Being friendly, considerate and polite.	<ul style="list-style-type: none"> • Be polite to everyone • Do not use violence
Honesty	Being truthful to yourself and others.	<ul style="list-style-type: none"> • Always tell the truth
Perseverance	Keeping going, even when things are difficult.	<ul style="list-style-type: none"> • Try your hardest at school

To encourage good behaviour all staff will:

- Model good behaviour; encouraging every child
- Notice and praise positive behaviour – and celebrate it through the award of pupil reward points
 - Celebrate achievement linking to the key values in Monday and Friday assemblies
 - Interpret the Key values into a class contract/fun charter at an age appropriate level
 - Encourage children to earn 40 minutes of Golden Time every week
 - Respond appropriately to situations where the key values have not been adhered to and explain the consequences using the progressive sanctions system
 - Work in partnership with parents and carers to support good behaviour – e.g. letters home for integrity, rewards and points

Recognition of good behaviour

- Every classroom will have a positive class contract on display
- When a child earns a reward point it is added to the individual child's account on 'Pupil Reward Points.' For examples of why children are rewarded points, please see guide at the end of this document
- Children save up their points and can redeem them for a wide range of prizes in the school shop
- Weekly integrity certificates and badges are given out to one child from each class. These are nominated and voted for by the children
- Staff may have their own class prize boxes

Golden time

- At Netherfield we encourage and reward good behaviour. Every pupil starts each week with 0 minutes of Golden Time and can earn up to 40 minutes.
- Some children have a golden time chart which supports their behaviour. After each session they are given a point for good behaviour, a ½ if there were some issues or a 0 for making poor choices.
- It is expected that the children will choose the correct behaviour and so save their Golden Time for Friday.

Progressive Sanctions:

In each classroom, the five school values will be displayed, alongside the school rules.

Every class will have their own Fun/Behaviour Contract displayed (this will be made in the first couple of weeks of the autumn term)

<ul style="list-style-type: none">• If a pupil is not modelling our school values or following the school rule they will be given a reminder (this may be non-verbal)
<ul style="list-style-type: none">• This reminder will be followed up with a verbal warning, giving reference to the value/rule and using 'language of choice'
<ul style="list-style-type: none">• If the offending behaviour continues, thinking time will be given (maximum 15 minutes) If thinking time is given, this needs to be logged on scholar pack.
<ul style="list-style-type: none">• If the offending behaviour still continues, the child will be asked to go and work in another classroom for the rest of that lesson or for an amount of time staff feel is appropriate.
<ul style="list-style-type: none">• If children refuse to go to another class, or if the behaviour continues, the child would be taken to an available senior member of staff. In some cases, where a child is refusing to leave the classroom and is being abusive or violent a senior member of staff will come and support. If a senior member of staff has dealt with a situation, parents need to be informed and the incident needs to be logged on scholar pack. This may also result in a loss of privileges.
<ul style="list-style-type: none">• Senior members of staff may choose to give children an internal exclusion or a lunch time exclusion
<ul style="list-style-type: none">• Fixed term exclusion
<ul style="list-style-type: none">• Permanent exclusion

Every week senior leaders will review the weekly behaviour log and look for patterns. Decisions will be made of a case-by-case basis as to appropriate action and possible involvement of parents or referrals to external agencies.

Some individual children may need extra support with behaviour at particular times of the day. With these cases appropriate staff will ensure provisions are put in place: Oasis, Owlets, Nurture am and pm. This will be made into a Behaviour Management Plan and will be agreed with by the class teacher, parents, the SENCO, and outside agencies. Regular reviews will be held.

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