

NUTGROVE METHODIST PRIMARY SCHOOL



PUPIL BEHAVIOUR AND DISCIPLINE POLICY

NOVEMBER 2018

Mission Statement

Learning and growing in all the ways we can to achieve excellence for all with Christ at the centre...progress

Values

This mission statement is displayed prominently around our school starting with a large version in the entrance hall. Where this policy is concerned, it reminds everyone in our school that our behaviour management strategy is underpinned by a set of Christian values and these values are at the heart of everyone taking responsibility to resolve any behaviour concerns.

Basic Principles

At our school, we all believe in the four Rs

- Rights
- Responsibilities
- Rules
- Routines/Consequences

Basic Rights

We believe that everyone in our school has three fundamental rights:

- Every pupil in our school has the right to learn.
- Everybody has the right to feel and be safe.
- Everybody has the right to be respected.

These rights and responsibilities should be displayed prominently in every room in our school.

Responsibilities

We believe that everyone has a shared responsibility to respect and protect each others' basic rights.

Christian Values

The school's Christian values firmly underpin and drive the school's behavior policy. We expect everyone to lead by example in our church school and live out these values in their daily lives.

These are Love, Joy, Patience, Respect, Forgiveness, Thankfulness, Self-Control, Trust, Justice, Service, Patience and Hope. These can be seen represented by pebbles in the entrance hall and on the outlines of all our children's and adults' hands in the entrance hall. Each child has taken one of their Christian Value hands home as well as kept another in their classroom on display.

Each class Christian reflection area contains the Christian Value pebbles to remind the children of how important these are in our school.

Photos of our children displaying Christian Values accompanied by children's writing about these values are displayed around our school in frames.

They underpin and exemplify our motto, "My Best Always Everywhere" and our School Mission Statement. We expect that this policy will meet the needs of the majority of pupils although we understand that some pupils with specifically identified/diagnosed behavioural needs will best have their needs met via Individual Behaviour Plans and/or input of other professionals. All these plans will be underpinned by Christian values.

An Effective School for Learning is a school where:

- All staff and pupils work collectively to create a good learning environment because it really matters to them.
- Teachers work hard to creatively plan, deliver and imaginatively resource lessons so that they are of the highest quality. Good behaviour from pupils is an essential part of effective classroom management which is the responsibility of the classteacher. Good and better behavior for learning is essential for good and better learning leading to good and better outcomes for all pupils.

- All staff are expected to ensure proactive and close supervision of pupils at all times when pupils are on the school premises. Priority times include end of lessons/breaktimes/lunchtime/end of the day so that children leave the classrooms and school premises promptly and safely.
- All pupils are expected to listen to adults and each other and work on tasks set (differentiated appropriately) to complete these tasks to a high standard within a specified time rather than focus on inappropriate behaviour.
- Expectations are clearly documented in upto date policies and timetables.
- Parents are expected to support the school in ensuring that their children behave appropriately by reading and signing the Home School Agreement and backing this up in active support of the school's Behaviour and Discipline Policy.

Aims

We aim to ensure a consistent approach to high expectations regarding pupil conduct throughout the school to maximize all available learning time and provide a happy and enjoyable experience outside the classroom for all.

- Create a positive and encouraging ethos based on shared Christian values in line with our School Mission Statement and reinforce this through everyday school life.
- Build in Christian values as a key element of the worship, Religious Education and prayer life of the school.
- Reinforce Christian values through Personal Social Health and Citizenship Education.
- Develop caring and tolerant attitudes where achievement at all levels is acknowledged and valued
- Display appropriate values and behaviour posters and captions around the school and grounds.
- Use the language of 'choice' and 'consequence' in helping the children improve their behaviour.
- Encourage increasing independence, self-discipline and an acceptance of responsibility for pupils' own behaviour
- Raise awareness of appropriate behaviour
- Challenge inappropriate behaviour as soon as possible so that it can be corrected promptly.
- Foster respect for others and their belongings and develop pride in oneself and the school
- Promote the skills of good citizenship both at school and in later life
- Communicate with pupils, parents, staff, governors and all who have an interest in the behaviour of pupils at our school.

As a Methodist church school we do work towards establishing a caring and sympathetic ethos in our approach to pupils who display behavioural concerns and try to understand and assist with contributory factors to improve behaviour. However, no one should tolerate or accept inappropriate behaviour in any way.

We view the entitlement of all pupils to enjoy their school life and learn in an appropriate environment as a priority and we do not accept that certain pupils should be allowed to behave inappropriately and deny pupils of this right.

Some General Strategies for Promoting Good Behaviour

- Clear routines and high expectations of pupils regarding their conduct and behaviour.
- Excellent supervision by staff at all times – thus minimizing chances for inappropriate behaviour to happen in the first place.
- Christian Value pebbles in every class to reinforce Mission Statement
- Verbal praise
- Highlighting exemplary behaviour in other pupils to act as role models
- Prominent behaviour for learning tracker
- "Catch" and celebrate good behaviour - WOW Tickets are collected by pupils through the week and go into a weekly draw
- Using language of "choice" – positively
- Moving name from Green to Rainbow - Rainbow Ball Draw on Fridays

- Give out responsibilities to pupils around class and around school e.g. monitors, play leaders
- Dismissed first in class for break.
- Table priority dismissal/privileges
- Teachers' own award stickers and praise to supplement the policy
- Golden/Christian Value Award – 2 per class per week awarded in STAR Assembly on Friday
- Sent to Headteacher for award sticker and praise

Lunchtimes

Note that a pupil whose excellent behaviour stands out at lunchtime for one week receives a Lunchtime Supervisor Certificate on Friday and is entitled to sit on the Top Table on Friday lunchtime with a friend of their choice.

New Beginnings

At the beginning of each term, the staff will lead the children's thinking and reflections about the main Christian values and how these support our school community in learning and growing on our life journey.

Class Charter

All children contribute towards making a class charter appropriate to their age which exemplifies and personalises the whole school Rights and Responsibilities/Mission Statement and Christian Values. Each charter will help the children understand their rights and responsibilities in school. The class charter will also help children understand why we need to have different rules in different places and know what the rules are in school. Each Charter can be displayed in pictures, texts and log book within the classroom, making it easy to see and refer to for all adults and children.

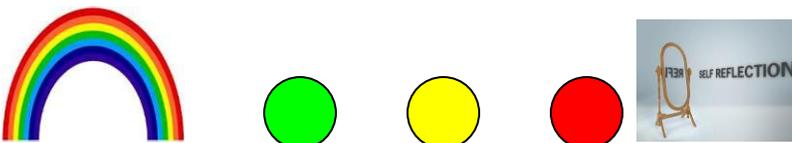
Rewards

Traffic Light (or similar) Visual Behaviour for Learning Tracker

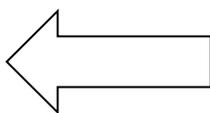
This behaviour for learning tracker is refreshed every Friday morning following STARS and runs to the next Friday morning upto STARS. The information is collated early on Friday mornings to take to STARS for sharing with the school community. Pupils earn points for their class as follows: Rainbow = 2 points, Green = 1 point, Yellow = 0 points, Red = -1 point and Mirror = -1 point (the latter representing the discussion process required at Red)

In every class there are clear behaviour tracker colours – three traffic lights, Green, Yellow, and Red and also a Rainbow at the top above Green with a mirror below Red. This traffic light idea may well be imaginatively adapted sun/cloud, space stations/planet earth without losing its uniformity in FS and Key Stage 1. We prioritise this system so that pupils move up the traffic lights to the Rainbow **before** being awarded WOW Tickets. So basically no children receive WOW tickets unless they are on the Rainbow/sun.

Every Friday morning, following STARS, all the children's names have a fresh start on YELLOW. Being on the Rainbow is what all pupils are expected to aspire to by the end of each week because this means that will have displayed the best possible behaviour for learning during the week.



Direction of improving behaviour



POSITIVES

Whole School Reward Scheme – Daily

Lots of praise and encouragement leading to movement up the traffic light/parallel system.

Whole School Reward Scheme – Behaviour for Learning Trophy

The KS1 class with the most points by the time of STARS receives the KS1 behaviour for learning trophy to keep in the class for a week. Likewise at KS2, the class with the most points by the time of STARS receives the KS2 behaviour for learning trophy to keep in the class for a week.

Whole School Reward Scheme – WOW Ticket

All WOW tickets are placed in a class tub ready for Friday's WOW Ticket Draw and the children whose names are written on these tickets stand the chance of winning a small prize. Clearly the more tickets a child collects, the more chances they have of winning. Each class maintains a stock of WOW tickets.

Whole School Reward Scheme – Weekly Rainbow Ball

The pupils whose names are on the class Rainbow list are entitled to be entered into Weekly Rainbow Ball Draw on Friday afternoon to win a small prize. **The cut-off time is Friday morning before STARS.**

Whole School Reward Scheme - Weekly Golden Trophies of the Week

Two pupils from each class are selected by each class teacher per week for standing out by demonstrating exemplary Christian values and these pupils each receive a golden conduct award trophy. A certain Christian Value will be the focus for the whole school each week. The focus will start with love in week 1 and then forgiveness in week 2 with joy in week 3 and so on. This focus Christian Value for the week will feature on each weekly set of staff notices and newsletter. Half term winners receive a gold medal to keep and their photos are displayed on the Wall of Fame for the next half term until the next end of half term Gold Medal assembly.

Routines, Rewards and Consequences

There is a clear and decisive procedure for dealing with children who choose to break our Christian values. All staff are expected to follow this procedure with consistency as part of good teaching and good behaviour management.

1. A child behaves inappropriately and does not respect the rights of others.
2. If not... a look or verbal warning is given
3. The child's name is moved/ the child moves their own name from Green to Yellow on traffic lights (or indeed Rainbow to Yellow) and it is treated as serious.
4. If pupil continues to behave inappropriately, then the child's name is moved the child moves own name from Yellow to Red
5. If a child needs to move their name below red, they move their name onto the mirror and this means reflection time with their teacher.

The traffic lights (or adapted sun/clouds) for any class are displayed in the classroom itself.

All members of staff in the school, including Midday Supervisors and Breakfast Club (together with any After School Clubs) follow this same procedure.

Playground supervisor staff communicate with teachers at hand-over times and then action can be taken with any pupil promptly.

Inappropriate Behaviour at Breakfast Club, Morning or Afternoon Playtime

During playtime, children who have been seen not following the Christian values and/or endangering others for a second time following a warning (or indeed seriously enough in the first instance) will be challenged and then if necessary, be expected to walk with the Teacher, Learning Assistant or Midday Supervisor on duty for 5 minutes or longer. It is important that this is shared with the member of staff the child will see next as they will need to move their name down the behaviour tracker at the start of the session.

Tips for Dealing with Inappropriate Behaviour in Class/Learning Settings

- Non - verbal communication – an adults' look or gesture.
- Have a pupil sit very close to the teacher/Learning Assistant at a desk where there are very few / no distractions. This is only to be a very short term sanction.
- Remove the source of distraction from a pupil e.g. pens / pencils.
- Movement down the behavior for learning tracker

Other Consequences – Removal of Privilege Such As Playtime (known in school as Reflection Time) or Replacing Broken Equipment/Property

Reflection Time

It is sometimes very useful to take the opportunity to discuss a certain pupil's behaviour for a short time on a one to one basis in their playtime in order to prevent them from possibly being issued with a sanction at a later date/time. This usually happens when a child finds themselves below Red on the behaviour for learning tracker but could also happen based on professional judgement and pupil need at that time. This is about spending time on addressing the inappropriate behavior, promoting self-reflection and the pupil taking responsibility for their actions including putting right the wrong which has been done where appropriate.

For MDS this would take place on the playground at the next lunchtime on the next day. This prevents inappropriate lunchtime behaviour taking up learning time in the next lesson. It also serves to create a shared responsibility between teaching, non-teaching and midday staff for all pupils' behaviours. This would then be in addition and so supporting the movement down the behavior for learning tracker.

A follow-up action may take the form of a short written note of promise for future behaviour which indicates the pupil taking more responsibility for their actions next time. For part-time staff who may be teaching in another class after the breaktime, the child is expected to accompany the teacher to their new class and remain with them on sanction until the next lesson bell rings.

If property is damaged, a reasonable course of action is to expect the pupil to replace the item using their own money e.g. deliberately snapped ruler or something similar. Admin staff have the template for this letter saved and send to parents with teacher's and headteacher's signatures.

Escalations of Concern at Sanction Level

Where it is considered that more formal Restorative Justice may benefit behaviour modification, particularly where another person and/or their /feelings are hurt, this will be used by a Senior Leadership Team staff member and/or the learning assistant with specific focus on developing behaviour for learning. On very rare occasions, occasion a Behaviour Specialist from the Local Authority may be commissioned by the school to provide further support in this area - particularly where parents may need further reinforcement to change learned and embedded behaviours in their child.

Learning Assistant with Additional Responsibilities for Pastoral Care

One of our Learning Assistants has an additional 4 hours per week to provide further support for target children whose behaviour is impacting on learning or the welfare of others. Support and intervention here is targeted through working closely with senior school leadership. This will take the form of "meeting and greeting" children on the playground every morning, being out on the playground at lunchtimes, offering a "drop in" facility on the playground one lunchtime per week and supporting target pupils during the afternoon lessons. We supplement the Christian ethos foundation of our behaviour through working in close partnership with volunteers/youth workers from local churches. Reflection time coupled with discussions about further improvement of behavior is very important.

This support will be targeted firstly for those children receiving sanctions and then by discussion with school senior leadership for other children should there be no sanction forms. The main aim of this additional pastoral support time is to change and establish appropriate behaviours in the long term for certain target children. Some key elements of Restorative Justice will be used to support and challenge behaviours of target children.

In the unlikely event that a pupil requires a formal sanction form, these forms are collected by the office staff from classes on Friday mornings. Senior Leadership discuss these Sanction Forms on a Monday morning before school starts and share thoughts with the Learning Assistant with additional responsibilities for Pastoral Care and agreeing on further actions that might be necessary. Sharing the sanction forms with a child's parents can be particularly powerful.

Values Ambassadors with responsibilities as Behaviour Buddies

A pool of Values Ambassadors are available to place with target pupils to support their behaviour through being with them at playtimes/lunchtimes and guiding their choices. These are proactively deployed to prevent inappropriate behaviours for target pupils who may or may be not on a 'behaviour for learning tracker'

Personal Discussion/Review Time with Learning Assistant (with responsibilities for behavior improvement)

This is most important in helping pupils reflect upon their actions with a view to modifying them in the near future. One particular learning assistant works in close partnership with school leadership and all staff in the interests of supporting behaviour as quickly and effectively as possible when the needs arises. This learning assistant works in close partnership with school leadership and all staff in the interests of supporting behavior as quickly and effectively as possible when the needs arises..

Keeping Parents/Carers Involved

It is good practice for teachers to discuss inappropriate behaviour with the pupil's parents at an early stage of concern. Good practice would be for teaching staff to use their professional judgement to speak with the parents/carers of a child whose name was appearing on either Red or the Mirror too often so that their behaviour for learning was not as expected in our school. Teaching staff would normally make contact with the pupil's parents/carers by phone and arrange to meet them with the child outside the normal taught day as soon as is possible. Meeting both parents is the most effective. Prompt action here can sometimes eradicate future inappropriate behaviours and this is seen as good practice.

Pupil Goes On Behaviour for Learning Tracker

Following the weekly discussion between the learning assistant with responsibility for behaviour and the HT, in rare cases, further action may be required to rapidly improve a pupil's behaviour for learning.

This might be to put in place the pupil on a more formal 'behaviour for learning tracker'. Pupils are responsible for taking their 'behaviour for learning tracker' to the adult responsible for their behaviour for learning during that session. This continues for one full week before a review is carried out by the classteacher, learning assistant with additional pastoral responsibilities and senior leadership team member.

The decision is made by senior leadership team member to either continue the pupil on the 'behaviour for learning tracker' for another week or not. This decision is shared with the pupil. A pupil should really not require more than two weeks of close behaviour tracking at this level for their behaviour to significantly improve.

After a pupil has been placed on a 'behaviour for learning tracker' for no longer than two weeks, a decision is made about the next course of action.

This may be either:

- that the pupil's behaviour presents no further cause for concern at this moment and for the classteacher and other adults to monitor
- that the pupil should go on an IBP and ask the classteacher to draw this up and meet with the child's parents/carers

Send to Headteacher

In extreme cases, staff may choose to take a pupil to the headteacher for additional support in managing their behaviour. The idea is to support behaviour management and not take the responsibility away from the child's classteacher. Sending a pupil to the headteacher for a relatively minor behaviour concern which could be best managed by the classteacher may well reduce the impact of the classteacher's influence over that pupil's behaviour in the future.

Longer Term Behaviour Management **Individual Behaviour Plan (IBP)**

Where a pupil clearly demonstrates behaviour standards below that level expected of all pupils despite being placed on a 'behaviour for learning tracker' for two weeks, the Monday morning review meeting might then decide that the pupil requires an INDIVIDUAL BEHAVIOUR PLAN.

This requires the classteacher to write up an IBP containing realistic yet challenging behaviour objectives using the school's standard format. Once approved by senior leadership team member, the teacher will contact the parents and arrange for them to come into school and meet with the classteacher, the pupil and a member of senior leadership. All INDIVIDUAL BEHAVIOUR PLANS must be reviewed within 2 weeks. All pupils on IBPs also are on a 'behaviour for learning tracker' for the period so that clear evidence is gathered about their behaviour for the review meeting.

At the BEHAVIOUR REVIEW MEETING attended by the classteacher, pupil and parent/carers, the pupil and a senior leadership team member, the decision may be either to:

- Take the pupil off the IBP because their behaviour is in line with school expectations
- Write another IBP to further address behaviour concerns at INDIVIDUAL BEHAVIOUR PLAN 2

At the second review meeting after a further 2 weeks, the decision may then be either to:

- Take the pupil off the IBP because their behaviour is in line with school expectations
- Register the pupil on a referral list for additional behaviour support needed i.e. Behaviour Improvement Team in the Local Authority and consider moving to *Think Family/Family Action* for further support.

Additional Senior Leadership Team (SLT) Actions

A pupil who displays significantly inappropriate behaviour may benefit from spending a short amount of time in the class of a Senior Leadership Team member. This is known as 'isolation from peer group' in school. This could be for a significant inappropriate behaviour or a build up of concerning behaviours. A senior leadership team member will notify the pupil's parents of any such isolation from the child's peer group in writing. It would be very unusual for a pupil to require this type of isolation from peer group without them already being on an IBP but may well still happen.

Inclusion Base/Minerva Centre

In some cases, the school leadership may select to arrange a placement for a pupil in the Inclusion Base. This may be used for example where a child has not responded to IBP support demonstrated by them continuing to behave in an inappropriate way. This requires the classteacher setting the pupil's normal classwork for them to take to the base and do with Minerva staff and they will be engaged in a time of reflection in the afternoons using their IBP as a guide. Such referrals require evidence of an IBP being in place and despite this, the pupil still consistently misbehaves.

All staff have an important role in promoting the best possible behaviour for learning from the second a pupil enters our gates every morning to the second they leave at the end of every afternoon.

TOGETHER WE CAN

Nutgrove Methodist Primary School
DAILY BEHAVIOUR FOR LEARNING TRACKER

Name:	Year Group:	Date:
Target:		
Sessions	Class Comments:	Behaviour and Work Points
Entering school & Registration/Assembly		0 1 2 3 WT
Session 1		0 1 2 3 WT
Break		0 1 2 3 WT
Session 2		0 1 2 3 WT
Lunch		0 1 2 3 WT
Session 3		0 1 2 3 WT
Break		0 1 2 3 WT
Session 4		0 1 2 3 WT
Home Time		0 1 2 3 WT
Behaviour Points 0 – Refusal to do any learning or follow simple instructions 1 – Needed reminders throughout the session 2 – Follows basic instructions to an basic standard but no more 3 – Allows adults to teach so that all children can learn effectively WT – Wow tickets for best effort and trying hard.		



NUTGROVE METHODIST PRIMARY SCHOOL

INDIVIDUAL BEHAVIOUR PLAN

NAME	YEAR
C.O.P. STAGE (IF APPROPRIATE)	REVIEW DATE OF ANY PREVIOUS IBP: DATE WHEN THIS IBP STARTS:
BEHAVIOUR TARGETS	CRITERIA FOR SUCCESS

METHODS AND RESOURCES TO MEET TARGETS

- x understands their targets and is prepared to meet them.
- x will remain on report as a way of monitoring their conduct.
- Interim review after one week with classteacher and senior leadership in school. A phone call will be made by classteacher indicating outcome of the interim review on ... at ... am.

Full review after two weeks with above and parent **on ... at ...am in school**

REWARDS <input type="checkbox"/>	SANCTIONS <input type="checkbox"/>
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ACTION AND BY WHOM

DATE AND TIME FOR NEXT REVIEW ... at ... am in school	SIGNED	
	Pupil _____	Date _____
	Parent/Guardian _____	
	Class teacher _____	
	Other _____	
	Headteacher _____	

Reverse side of this sheet details target behaviour improvement strategies for home.

