



Nevill Road Junior School

Title	Behaviour Policy	Version
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Aims and Expectations

It is the primary aim of Nevill Road Junior School to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We are a Restorative School and have recently been chosen as a showcase school for Stockport. (please see additional information about Restorative Approaches on the website)

Our school has a number of key rules, but the aim of the policy is not to establish a system to enforce rules. It is a means of promoting good relationships and in supporting our school community to allow everyone to work together in an effective and considerate manner.

Our school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent manner.

This policy aims to help children develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

Bullying will not be tolerated in our school. Sanctions dealing with incidents of bullying are detailed in our Anti-Bullying Policy.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Reward System

Pupils are encouraged to show respect for others and display good manners at all times. Our staff have a consistently positive approach and lead by example. Children should not be allowed to fail. Positive behaviour is encouraged and rewarded in a variety of ways.

- Raffle tickets are awarded to children who show respect for all, work hard and help others. A weekly prize draw allows the winners to choose a class privilege e.g. sit with a friend, wear slippers for the day, bring in a toy. One child from each class is also chosen to come to Mrs Cliff's VIP reward, where children have a picnic and play games.
- Praise stickers/pads from teachers in recognition of good manners, good behaviour and good work.
- Showing pieces of work to the Headteacher, receiving Head teacher's award.
- Teachers nominate one child per week for the Achievement Certificate in recognition of academic or social achievements. This is received in front of the school at Achievement Assembly on Friday.
- Consistent praise throughout the day when 'caught' being good.
- Respect points are given to each class when a member of staff has noticed excellent behaviour from the whole class. An extra play time is earned once each class achieves the target.
- Structured Golden Time end of Friday afternoon.
- Minions are awarded to the class with the tidiest cloakroom area in Y3/4 and Y5/6.
- The attendance cup is given to the classes with the highest attendance as well as an extra play time.

The Role of the Class Teacher.

It is the responsibility of the class teacher to ensure that high expectations of behaviour are promoted in their class, and that all children behave in a responsible manner.

Children are rewarded when good behaviour is spotted and reminded of behaviour expectations if needed.

The teacher will promote appropriate strategies to improve a child's behaviour through restorative conversations.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure all children work to the best of their ability.

The class teacher treats each child fairly, with respect and understanding, and enforces the classroom code consistently.

All serious incidents are logged in the class Behaviour Book and the Headteacher is informed of these incidents.

The class teacher liaises with the school's Learning Mentor, SENDCo and external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to the parents about the progress of each child in their class, in line with the whole school policy. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control and Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting themselves. The actions we take are in line with the government guidelines on the restraint of children.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. School governors are kept informed of both fixed term and permanent exclusions.

The Role of Parents and Stockport LEA

Our school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

The school rules and sanctions system are explained to the parents in the School Welcome Pack, parents signed a consent form in support of our behaviour policy.

We expect parent to support their child's learning, and co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and our school, and parents are informed about concerns regarding their child's welfare or behaviour.

If our school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way in which their child has been treated they should initially contact the class teacher or Phase Leader. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has day to day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed Term And Permanent Exclusions

Only the Headteacher has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed days in line with the stages of our sanctions guidelines, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Pupils are informed by the Headteacher of any exclusion, and they are informed of their right to appeal to the governing body.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions exceeding 5 days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the governors.

If a child misbehaves repeatedly in class and teacher imposed sanctions are ineffective then the child is sent to the Phase Leaders who initiate the preliminary stages of the school behaviour management policy.

Strategies used to promote good behaviour

Restorative Approaches are used to resolve conflict should a behaviour incident take place. At Nevill Road Juniors, we aim to support children in order for them to learn from their mistakes. All children are given the opportunity to be listened to and their actions and feelings discussed in order for the child to learn new strategies when dealing with conflicts. Serious or continual incidents will be recorded in the class behaviour book. If the strategies are unsuccessful parents will be informed that formal procedures will now be adopted as follows: (These procedures will be over a half term period)

Stage 1

Teacher informs parents to discuss child's behaviour and strategies for improvement, where applicable will be put on a weekly report. Incident recorded into Class Behaviour Book and Headteacher informed.

Stage 2

Headteacher informed and parents contacted and invited into school for a discussion with the Headteacher on strategies to improve their child's behaviour and that a fixed term exclusion is being considered.

Stage 3

Fixed term or permanent exclusion.

Short Circuit Cases

Short circuit for extreme cases of verbal or physical abuse. Referred directly to the Headteacher and may be put on any stage of the sanctions stages at the Headteacher's discretion.

Lunchtime Behaviour

Golden tickets are awarded to children who show excellent behaviour at lunchtime through helping others, being a good friend and looking after school property.

If children use inappropriate language or behaviour they are given a red card. This means that they will spend the following day's lunchtime in the Reflection room. During this time they will have a Restorative meeting with a member of staff in order to resolve what has happened and help children to make good choices.

If children receive a further red card, they are then referred to the Headteacher who will have a further Restorative conversation and discuss strategies with the class teacher / Learning Mentor in order to put a support plan in place e.g. friendship groups, 1:1 time, nurture group etc

Parents will be informed if the Headteacher feels that this is necessary in order to discuss the strategies that are in place to support the child and further actions that may need to be put in place e.g. referrals to BSS.

In extreme cases of verbal or physical abuse, a directly referral will be made to the Headteacher and may be put on any stage of the sanctions stages at the Headteacher's discretion.

Further transgressions will result in the case being referred to the Governors and the parents being invited to choose another school for their child.

The Role of The Headteacher

It is the responsibility of the Headteacher, under the Schools Standards and Framework Act 1998 to implement the school behaviour policy consistently through our school and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in our school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Headteacher keeps records of all reported serious incidents of behaviour.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents or the LEA and consider whether the pupil should be reinstated.

If the governors' appeal panel decides that a pupil should be reinstated then the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, reporting to the Governing Body on the effectiveness of this policy and if necessary, makes recommendations for further improvements.

The Headteacher keeps written records along with copies of referral sheets for incidents of repeated or serious misbehaviour.

The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

<http://www.bullying.co.uk/advice-for-parents/what-to-do-if-your-child-is-being-bullied/>

<http://www.bullying.co.uk/advice-for-parents/>

<https://www.anti-bullyingalliance.org.uk/>

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