

Behaviour & Incentives Policy
Nursling C of E Primary School
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Ethos

Nursling CE Primary School exists as a place where all children and adults will be safe and treated with respect. We actively promote and praise and reward positive behaviour and applying rules appropriately, fairly and consistently, making our school a place where your child wants to be, where anybody who joins our school feels safe, happy, respected and secure.

We believe that children who feel good about themselves have high self-esteem and will perform better at school and form an important part of the school community.

At Nursling Church of England Primary School we...

- Always treat people as we wish to be treated ourselves
- Follow instructions immediately
- Keep hands and feet to ourselves
- Walk quietly in and around the school
- Speak quietly and listen without interrupting
- Take care of our own and other people's property

Our School Values of Love, Hope and Courage support our behaviour policy and the expectations to respect, love and care for one another.

We recognise that in order to achieve our aim, these values we must...

- Create a school community in which mutual respect is the principle for all relationships;
- Ensure that children and adults display high standards of good behaviour and courtesy at all times;
- Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences;
- Ensure that pupils develop self-esteem and self-discipline;
- Ensure pupils to take responsibility for their actions
- Prevent aggressive behaviour and bullying;
- Provide clear guidelines to staff, pupils and parents about standards of behaviour and the range of rewards and sanctions that are applied;
- Encourage all to reflect and forgive;
- Fully involve all members of the school community in the application of this policy.
- Reinforce the Daily Act of Worship, R.E. and P.S.H.E to support good behaviour and develop an understanding of Christian values and Christian Ethos.

Our success is tested not by the absence of problems but by the way we deal with them.

Guidelines for Implementation:

As a school we adopt a positive approach to behavioural issues.

- All members of the school community are responsible for ensuring consistently high standards of behaviour at all times.
- The attitude of all staff towards the implementation of this positive policy is of vital importance, for it is the adults within the school who determine the environment in which good relationships can develop.

For example, we aim to:

- Start dialogue positively;
 - Greet pupils;
 - Deal with misbehaviour - to ignore it is to condone it;
 - Set high standards of speech, manner and dress;
 - Build positive relationships with children.
- Developing correct attitudes towards behaviour is an important part of the school curriculum and children should be taught from Year R onwards:
 - how to behave properly in class and towards others;
 - how to recognise bullying and to treat it seriously;
 - how to tell an adult about bullying or other unwanted attention;
 - how not to be victims.
 - The general ethos of a class should always emphasise positive behaviour and attitudes towards one another framed within our school context. We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Good behaviour in class is dependent on good teaching. Calling out should be discouraged; letting others have their turn and listening attentively should always be the norm. A calm working atmosphere should be encouraged; talking should always be related to the task. Noise levels should always be under proper control.
 - We recognise that some children find it difficult to behave well all the time and for those children it may be appropriate to use additional measures such as a sticker card or good news system to promote good behaviour. Details of any special arrangements should be recorded in an Individual Behaviour Plan (IBP) However; we should always promote high standards of behaviour from all children.

- Expectations of behaviour in the shared areas of the school should be the same as those in the classroom. Staff should demonstrate a shared responsibility for addressing behaviour of all children across the school.
- Good behaviour should be praised and instances of poor or discourteous behaviour must never be ignored.
- Everyone in the school should expect to give and receive respect.
- Class teachers should always log instances of seriously poor behaviour.
- The duty staff and lunchtime supervisors should properly monitor playground behaviour (See Guidance for Lunchtime Supervisors P12).
- Adults other than the school staff should never be put in a position whereby they are responsible for correcting pupils' behaviour.

Rewards & Incentives at Nursling Church of England Primary School

Rewards and incentives have been divided into three key areas:

- Individual rewards;
- House rewards;
- Attendance rewards.

Individual rewards:

Individual rewards are designed to motivate all children and reward them appropriately for key areas within school life such as positive attitudes, effort, acts of kindness and outstanding attendance.

Individual rewards can be house points which go towards certificates and badges or stickers.

Children can also be rewarded for being the 'Cyril Squirrel of the week' for showing one or more of our 5R learning behaviours in class. Children receive a certificate and a badge that they can wear in school.

Stickers

All adults can reward effort, good learning attitudes and academic achievement in all areas of the school day with stickers given to individuals or on individual pieces of work. Stickers will also be continued to be given for all children doing as they have been asked and following our school values.

Children who are sent to the Headteacher with exemplary work and effort will be given a Headteacher sticker and a note will also be written in the home-school communication books for the parent / carer to see.

House rewards:

House rewards are designed to bring our children together working towards a team goal. Individual and house rewards give children the maximum opportunity to earn rewards for hard work as individuals and as a collective.

When children reach the 'T' on their housepoint chart, they inform the class teacher and it gets recorded as a 'token' within the class. When the class has an agreed amount of tokens gathered, the class is rewarded with a bonus break time.

Children are also given a token when they reach 25 and then 50 house points. There are 10 levels in total – bronze, silver, gold, opal, ruby, quartz, amethyst, sapphire, emerald and diamond. Gold, ruby, sapphire and diamond. The tokens get put in the house point tubes near the entrance hall. The winning house is awarded for their efforts at the end of each term.

Attendance:

Attendance is monitored weekly at Nursling C of E Primary School. Levels of attendance for each class and the whole school are printed on the weekly newsletter sent out every Friday.

The class with the highest attendance each week is announced in Celebration Assembly on Friday.

Children who have 100% attendance over a term will be invited to have juice and cake with Mrs Jearrad.

Ensuring that the children know that we are pleased with them is central to the success of this policy. There is a House point system that exists right through the school from Year R to Year 6. We hope to raise children's self-esteem through the regular and consistent use of praise and House Points for achievement, as well as through the Friday morning assemblies.

All adults in the school are able to issue up to 3 House Points to any child for high academic effort, or acts of kindness or helpfulness. A certificate for courtesy will be awarded to any child who consistently displays a high standard of behaviour.

There is a detailed set of guidelines for House points. A points and certificate based system is in operation. Part of Friday morning's assembly is given over to House point achievement which allows class teachers the opportunity to praise publicly children who have been noteworthy. It is envisaged that most children will have their efforts celebrated at some time during the year during the assembly and teachers should keep a record of pupils whose work has been celebrated to ensure that this happens.

In addition, there can also be a system for encouraging good behaviour in every class. Examples of this could be a collective smiley face chart for the whole class to contribute to. Sweets and prizes should never be awarded for achievement or behaviour.

At the end of the year, those children who have attended every day for the entire school year will receive a certificate. Their names will also be printed in the first newsletter of the following year.

When dealing with issues, we aim to:

- Avoid confrontation;
- Listen;
- Establish the facts on both sides; each child needs a voice;
- Judge only when certain;
- Target the behaviour, not the child;
- Use sanctions when necessary.

We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Well prepared, stimulating lessons generate good behaviour and earn respect.

Teachers are expected to:

- Bring the children in from the playground promptly and quietly to begin on time;
- Walk their children in from lunch and settle them;
- Be prepared for lessons at all times;
- Keep everyone on task;
- Queueing is discouraged and instead teachers circulate the classroom picking up misconceptions and live marking.
- Extend and motivate all pupils;
- Encourage confidence in discussion;
- Keep an attractive, clean and tidy learning centred classroom.

Behaviour Boards

Each classroom has a behaviour board which is located centrally and aims to serve as a prompt for reminding children about being responsible for their behaviour as well as celebrating good behaviour.

Boards are divided into 7 sections which appear in the following order:

Outstanding

Great job

Good day

Ready to learn

Think about it

Teacher decides

Parent contact

Each child has a peg with their name on it which starts each new day on 'Ready to learn'. Pegs can then be moved up the chart as a way of celebrating good behaviour and conduct or down the chart as a reminder for the pupil to address any misbehaviour. Children are awarded 3 housepoints for ending the day on 'Outstanding', 2 housepoints for ending the day on 'Great job' and 1 housepoint for ending the day on 'Good day'.

Boards are monitored regularly by members of the senior leadership team, a record is kept of persistent misbehaviour in order to offer support to pupils and staff.

If a child reaches 'parent contact' the class teacher will discuss the reasons for this with their parent. Senior Team will also be notified as a way of tracking individual pupils and any support needs they may have.

Any conversation the teacher has with a parent over behaviour is then recorded onto CPOMs that day, alerting the Headteacher (DSL) and Deputy Headteacher of the issues that have occurred.

Steps for Dealing with Basic/'low level' Misbehaviour

Basic misbehaviour may also be described as 'low level' and should usually be dealt with by the class teacher in the first instance. Types of 'low level' misbehaviour may include general disruption e.g. talking on the carpet at inappropriate times, wilfully distracting other learners etc.

Step 1: Name(s) on behaviour chart move to 1st warning 'Think about it'

Step 2: Name(s) on behaviour chart move to 2nd warning 'Teacher decides'
This may result in the pupils being asked to spend time in time out within the classroom or explain their actions to their House Leader

Step 3: Name(s) on behaviour chart move to 3rd warning 'Parent contact'

At this point parents will be made aware of the behaviour.

An A, B, C Entry is made for that child, detailing the three steps and parents are invited (by office) in to school to discuss with the class teacher at the end of the day and this discussion is added to A, B, C chart – see appendix. ABC form scanned and loaded onto Cpoms, copy kept in class file.

Continual low level disruption/misbehaviour does not necessarily have to reach this point before parents are made aware. We want to work closely with our families in order to address and resolve any concerns as quickly as possible.

Step 4: Repeat low level behaviour, i.e. three steps are attained more than once in a day - needs to be discussed with SLT immediately and an internal exclusion may occur. Both SLT and class teacher discuss issue with parents At LUNCH,

AFTER SCHOOL or FOLLOWING MORNING if not available after school. Notes added to the ABC chart.

Fresh start on return

Steps for Dealing with High Level Misbehaviour

This type of behaviour could involve:

Refusal to do what is asked;
Physical aggression towards an adult;
Destruction of school property;
Verbal abuse, swearing;
Extreme behaviour choices such as choosing to leave the school site.

Step 5: CPOMs completed alerting HT & DHT of incident and actions taken. Behaviour Lead/SLT interviews child and can instigate an internal exclusion i.e. remove from playtime or work in another class.

A CPOMs entry is made for that child by class teacher and both SLT and class teacher discusses issue with parents AFTER SCHOOL or FOLLOWING MORNING if not available after school.

A formal warning letter may be issued at the discretion of the Senior Leader.

Step 6: Parent invited to formal interview with Headteacher, senior leader, class teacher and letter of warning re behaviour is issued. Exclusion may occur at this point at Headteacher's discretion.

Step 7: Immediate exclusion following severe behaviour - Headteacher's discretion.

If a child chooses to leave the school site without permission, parents will be contacted immediately and Police as necessary. Staff will observe the direction the child has gone and will remain on school grounds.

Notes

Children move through the steps for repeated bad behaviour and enjoy a 'clean slate' at the end of every day.

Any behavioural incident that has occurred during the school day is recorded on CPOMs immediately alerting the Headteacher (DSL) and Deputy Headteacher.

Some misbehaviour will be dealt with at Step 5 level immediately. This includes items such as:

- blatant rudeness, such as swearing and answering back;
- violence between children/unsafe behaviour;

- refusal to cooperate/children who continuously reach step 2;
- theft;
- cases of bullying(see specific guidance section within this policy);
- racism(see Equal Opportunities Policy).

In the most serious cases, misbehaviour may be dealt with at Step 6 level.

This includes:

- violence (all forms) towards a member of staff;
- repeated bullying and violence;
- vandalism towards school or staff property.

Headteacher's measures are at the discretion of the Headteacher and may include exclusion.

If behaviour is consistently poor parents will be called into school for a meeting with the class teacher and the phase leader.

Restorative Justice

If an issue occurs between children in school all parties will be spoken to individually to ascertain what occurred and why by a member of staff. The main parties involved will agree on a suitable resolution to the problem.

The incident is then recorded and signed by all parties following the agreement and a record kept on CPoMs and in the behaviour file at school.

Depending upon the nature of the problem parents may or may not be contacted.

This is to encourage children to become better communicators and to take responsibility for their actions.

Exclusions Policy

It is the Policy of Nursling C of E Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies to avoid such issues reaching the point of exclusion.

However should the need for exclusion arise, following a sustained period of unacceptable behaviour or a single case of an extremely dangerous and/or violent act, the school will adopt the following recommended approach.

- The child will be excluded, initially for a fixed period of 1 - 4 days.
- Parents/guardians will be notified immediately by telephone and asked to remove their child from the school.

- Homework will be set for the first five days of any exclusion period.

- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.

- The Chair of Governors will be notified at the time exclusion is decided, as will the appropriate agencies of Test Valley Council e.g. Inclusion, Behaviour Team.
- The school will also work to put in place a “rescue” programme for the pupil on his/her return be this fully agreed after the 4 days or for staged return.
- The package will include input from staff at the school, parents, School Support Team, Psychology department, Attendance Service and, if deemed appropriate, the child.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that the rescue programme will promote in him/her a more positive attitude and a subsequent improvement in behaviour. If not, then PHIG (Primary Heads Inclusion Group) protocols will be used in order to obtain a fresh start for individuals.

Referrals:

If the behaviour of the child continues to cause concern over a period of time and there is little impact from the strategies and approaches used by the school, the school may decide to refer to other agencies for support. These include; Primary Behaviour Support and the Educational Psychology service.

At Nursling CE Primary School, we work closely with these agencies in order to secure the best outcomes for your children. Any referrals are only made with parental agreement and through discussion with you.

When dealing with issues, we aim to

- Avoid confrontation;
- Listen;
- Establish the facts;
- Judge only when certain;
- Target the behaviour, not the child;
- Use punishment sparingly.

Specific Guidance for Incidents of Bullying

At Nursling Church of England Primary School we define bullying as;

Deliberately hurtful behaviour, repeated over a long period of time, where it is difficult for those being bullied to defend themselves. The three types of bullying are:

- Physical e.g. hitting, kicking, theft.

- Verbal e.g. name calling, racist remarks.
- Indirect e.g. spreading rumours, excluding from social groups.

We take this type of behaviour seriously and we actively seek to reduce its recurrence and impact by adhering to the following principals:

- Promote in our children a sense of self-worth and respect for others.
- Promote a culture where children are willing to report incidents of bullying.
- Use the curriculum to raise children’s awareness of bullying and to provide opportunities to discuss issues related to bullying.

In any cases of racial remarks a Racial Incident Form must be completed and returned to the Local Authority.

Guidance for dealing with incidents of bullying

Find out the details and facts of reported incidents and ensure that they are recorded fully, do this by:

- Taking the incident or report seriously - Inform Senior Leadership Team.
- Taking action as quickly as possible.
- Listening to the victim -alone – recording the incident.
- Speaking to the bully –alone- then explaining that this behaviour is unacceptable to pupils and staff.
- Obtaining solutions to the problem, including ideas from all involved in the incident.
- Monitoring the success of the solutions.
- Informing the parents/carers of all actions.
- In some cases it may be necessary to seek advice from specialists in this area via the Local Authority Inclusion Group.

Systems which will support our ethos

Preparing to enter the school

A member of the Senior Leadership Team will be on the playground from 8:45am

Teaching staff will open the two key stage entry doors at 8:40am in order for the children to enter in a calm and controlled fashion. Children then enter their classrooms silently and get started straight away with a morning task prepared for by the teacher. This may include; a read and respond exercise, small group intervention work or quiet read. Parents can use the Communication Journals to message the teacher. More urgent messages should go via the school office.

Teachers cannot be responsible for children until 8:40am unless given express permission.

Pupils are not permitted to play football in the playground before school or use the climbing frame equipment.

Pupils are required to dismount from scooters and bikes before entering through the school gates. To prevent an accident from happening, pupils must not ride scooters or bikes in the playground. The only time bikes can be ridden on the playground is when 'Bikeability' is being taught under the supervision of an appropriate adult.

At the end of playtime and at the end of lunch, the children line up in the playground and will be expected to walk in a quiet, calm and controlled manner, behind the teacher, back to class. Teaching staff will monitor this.

Lunchtime Behaviour

Lunchtime is managed in two sittings, by lunchtime supervisors. Sandwiches and dinners all eat in the hall.

The Lunchtime supervisors and catering staff reward positive behaviour in the dining hall and play areas. These rewards then feed into the class House Point system and a certificate of courtesy awarded to children who display consistent high standards of behaviour.

It is expected that there is a mutual respect between lunchtime supervisors and pupils of Nursling Church of England Primary School. Adults and children will talk politely to each other and the supervisors will follow the schools' behaviour board system.

Lunchtime supervisors inform the class teachers of the names of children who misbehave or show a lack of respect. These children are then dealt with as if they have reached step 1 and their names are entered into the daily log record book. In cases of extremely bad behaviour which merit being dealt with at step 4 (see previous page for examples), these children are dealt with by an SLT member immediately.

Guidance on the use of Force to Control or Restrain Pupils

A new provision came into force on 1 September 1998 which clarified the powers of teachers and other staff to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption.

This Act does not cover all situations in which it might be reasonable for someone to use a degree of force (i.e. for someone to defend themselves against an attack).

In reading the following guidance we should never forget that the number of situations which require the use of some physical control or restraint are extremely small.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil. These fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury;
- where there is a developing risk of injury, or significant damage to property;
- where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to result in injury;
- a pupil absconds from a class or tries to leave school. (This will be assessed and applied dependent on a pupil's size, age and strength so not to cause injury to members of staff)

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave the classroom;
- a pupil behaving in a way that is seriously disrupting a lesson.

Before intervening physically an adult should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. The adult should continue to attempt to communicate with the pupil throughout the incident, and should make it clear that physical control or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration.

Sometimes a teacher should not intervene in a situation without help (unless it is an emergency). In those situations an adult should remove other pupils who might be at risk, and then summon assistance from a colleague or colleagues.

Application of Force

Physical intervention can take several forms. It might well involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing or pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back.

Staff should NEVER:

- hold a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe;
- slap, punch or kick a pupil;
- twist or force limbs against a joint;
- trip a pupil;
- hold a pupil by the hair or ear, or face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Recording Incidents

It is vital that there is a detailed, contemporaneous, written report of any occasion where force is used. There will be a record kept by the Headteacher of all incidents. Immediately

following any incident the member of staff concerned should tell the Headteacher, Deputy Headteacher or member of the Senior Team and provide a written report as soon as possible afterwards. That should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil);
- how the incident began and progressed, including steps taken to calm the situation, the degree of force used, how that was applied and for how long;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, any member of staff and any damage to property.

It is also essential to inform parents of any incident involving the use of force or restraint involving their child, and give them an opportunity to discuss it.

Staff will need to seek advice from a senior colleague when compiling a report. They may also find it helpful to contact the relevant professional association.

NOTE: This Act does NOT authorise the use of corporal punishment in any circumstances. Nor does it intend to encourage the use of inappropriate force.

Appendix

ABC (Antecedent, Behaviour, Consequence) Chart Form

Name of child _____

Class _____

Date/Time	
Date and time when behaviour occurred.	
Activity	
What activity was going on when the behaviour occurred.	
Antecedent	
What happened right before the behaviour that may have triggered the behaviour.	
Behaviour	
What the behaviour looked like.	
Consequence	
What happened after the behaviour, or as a result of the behaviour.	
Child Signature	Date
Staff signature	Date
Parent signature	Date

Steps

- Form completed with the child following behaviour.
- Child and adult sign form in agreement that following discussion and investigation, occurrence was true to form.
- Peg onto parent contact.
- Office call parent and ask to come in after school to go through with teacher.
- Parent signs form.
- Form scanned and loaded onto CPOMS
- Form put into class file.
- File goes up to the next class at the end of the academic year.