

# Navigation Primary School Behaviour Policy



Governors' Committee Responsible: Curriculum Committee

**Next review Date: Autumn 2018 (Annual review )**

## 1. Introduction.

For our school to be safe, happy and successful it is essential that everyone has high expectations and that all work hard at maintaining a consistent and positive approach to behaviour. The ultimate aim with all our children is to develop self-discipline and a sense of responsibility. Good behaviour is to be expected at all times and a range of strategies is in place to encourage it.

## 2. Behaviour Management

2.1 It is crucial that all staff members know how to deliver effective behaviour management strategies and techniques. It is the Head teacher's responsibility to review the policy annually, giving all staff members the opportunity to agree procedures and practices when dealing with pupil behaviour.

2.2 We operate a positive reward system in our school, which we celebrate in whole-school assemblies. Our Behaviour Policy sets out clear rules and standards of acceptable behaviour, a system of rewards for individuals if the rules are followed, and a system of consequences if inappropriate and unacceptable behaviour continues.

2.3 All staff members at Navigation are to have high expectations of behaviour. Therefore, all staff need to:

- Be excellent role models for the children.
- Be familiar with the Behaviour Policy and consistent in carrying out its implementation.
- Approach situations calmly.
- Not shout at children or inappropriately handle children.
- Correct children who answer impolitely or use inappropriate language.

2.4 Navigation's staff operates a full and varied extra-curricular programme and a variety of trips and experiences, with the intention of developing the social interaction between our own pupils and those at other schools. Behaviour on trips and at events e.g. sports fixtures, residential etc. is dealt with in the same way as it is in school and the same expectations are in place. Likewise behaviour around the school, or at home, which may impact on others in school e.g. cyber bullying will be dealt with in line with this policy and other relevant policies.

## 3. School Rules.

3.1 The children need to become familiar with the rules. At the beginning of each academic year, the class teacher will plan time to re-introduce their class to the rewards and consequences system. All classes should have agreed school rules up in the class as a point of reference.

Each time a child breaks a rule, the rule they are breaking should be referred to. Equally, each time a child's behaviour deserves praise, the teacher should try and refer to the rule they are maintaining.

1. Do as any member of staff tells me.
2. Keep my hands and feet to myself.
3. When asked – Stop, Look and Listen.
4. Always walk inside the school building and on the left hand side of the corridor and stairs.
5. Be kind, polite and helpful to each other.

3.2 Before school

1. Having entered the school grounds, no child should leave for any reason.
2. Only two footballs to be played with at the top end of the playground beyond the broken yellow line.

3. Scooters and bikes should be dismantled before entering the playground and racked up immediately.
4. Mobile phones should be handed in to the school office before entering the school grounds.
5. Pupils should only enter the school building if they need to go to the toilet and with the permission of an adult.

### **3.3 Lunch and break times**

3.1 . At playtimes the children are allowed to play with the equipment provided and may also take a reading book of their own onto the yard if they wish to read.

3.2 Staff at lunchtimes have the right to expect the same level of courtesy as any other member of staff. It is to be expected that all mid-day assistants (M.D.As) will praise and encourage good manners and behaviour in the dining room and playground and particularly noteworthy examples of good behaviour may be verbally relayed to class teachers or the Head.

3.3 M.D.As should try to resolve everyday disagreements themselves. More serious problems e.g. refusing to follow instructions should, in the first instance, be forwarded to the Senior M.D.A. The senior M.D.A will make a note of any serious incidents over lunchtime and pass on a brief message to the class teacher, who may choose to investigate immediately or over the afternoon break. Once the children are back in class it is hoped that the disruption to classes will be minimal.

3.4 In very serious cases e.g. bullying, fighting the child may be forwarded immediately to the member of the Senior Leadership Team, who is on duty.

3.5 The M.D.As should not administer warnings but may award stickers directly.

### **4. Individual Rewards KS1 and KS2**

- a. Praise.
- b. Instant stickers.
- c. Name on the golden star in class or for extraordinary work name on golden star on head teacher's door.
- d. House points (1 to a maximum of 3) – All children will be placed in one of four houses- children will be given a coloured token by a member of staff for each point given which will be put into the relevant collection box in the classroom and then counted by house captains on a Friday. The winning team will be announced each Monday and a trophy presented to the winning house. The House winning the trophy most times in a term will be rewarded with a treat at the end of the term.
- e. Each half term class teachers will nominate one member of the class to receive the 'Always Badge' in acknowledgment of consistent good all round performance.
- f. Each week one child per class will be entered into 'The Golden Book'. They will be presented with a certificate in a whole school celebration assembly on a Friday or Monday morning. Children who have won this certificate each week will have their name displayed in the hall for that week and in the school newsletter.
- g. One child from each class each week will also receive a 'Well Behaved' certificate. This will be presented in the whole school celebration assembly on a Friday or Monday morning. Children who have won this certificate each week will have their name displayed in the hall for that week and listed in the newsletter.
- h. Book Prizes –one child from each class will be rewarded for their performance each term.

### **5. Consequences**

- 5.1 A traffic light system will be adopted throughout the school.
  - a. Every child's name begins on 'Green'.
  - b. Normally, a verbal warning will be given to a child reminding them of the rule broken, however, in more serious cases a child's name may immediately be placed on amber or red e.g. a deliberate act of defiance or to hurt another or destroy equipment.
  - c. If the child does not respond and breaks a rule again the child's name will be moved to 'Amber'. At this point, staff should explain to the children why they have had to move their name. The child should then lose five minutes of the next playtime (either morning or afternoon) and should be supervised by one of the staff within that phase e.g. Year 3 / 4. The child's name will be removed from amber before the next session

begins back to green. (Children in EYFS will receive a maximum of 2 verbal warnings before moving to amber.). Children moving from green to amber in the last session of the day will be expected to write down at home the rule that they broke and how they intend to learn from the mistakes made.

- d. If within the course of the morning or afternoon a child is still not responding to the class rules and has already moved to amber, then they must move their name to red. Again they should be warned verbally before this happens. A second warning means the child's name moves to 'Red'. Any child moving to Red will lose 10 minutes immediately after that session.

## 5.2 Severe behaviour

- a. If a child's behaviour is deemed as 'severe' they will be moved immediately to 'Red' - severe will include some of the following: verbal abuse, damage to equipment, fighting, bullying etc.
- b. Children should only go on red a maximum of twice in a week before further intervention is required. e.g. a meeting between a member of staff and parents.
- c. Further sanctions available to the head teacher or other teachers will include: detention after school; loss of privileges e.g. representing the school; a school trip warning; internal exclusion etc.
- d. In the event of a serious incident, the Head teacher and team leader should be informed via the school's SIMS system and the 'Incident File' in the office. The school's SIMS system has a point's allocation for different types of behaviour. It enables staff to monitor individuals and to look for trends in behaviour patterns.

## 5.3 Recording behaviour

- On a daily basis, staff will record on the behaviour tracker children who have been on red or amber.
- This report will be forwarded to the head teacher on a Friday afternoon. Classes who have a clean record will receive a certificate from the headteacher.
- The head and deputy will analyse the trackers for patterns of behaviour e.g. a child who is consistently receiving warnings in a particular session and will take follow action e.g. investigation into why that is happening, reasonable adjustments etc.

## 6. Outside Achievements-

Children are encouraged to bring in certificates, trophies etc. they have achieved outside school to celebrate in school assemblies.

## 7. SEN

It may be necessary at times for pupils to have a Pupil Passport for behaviour drawn up. The class teacher would liaise with the SENCO and parents and, if necessary, other agencies to formulate suitable targets and to identify support. The class teacher has responsibility for writing the plan with guidance from the SENCO unless an outside agency takes ownership for writing the plan. A child exhibiting consistently poor behaviour may have a specific behaviour plan.

## 8. Reasonable Adjustments

For a small number of identified children adjustments may need to be made to the procedures outlined above. Where children are unable to follow this policy then the class teacher in consultation with the SENCO or team leader will initiate a an individual behavioural plan drawn up with, for example, rewards and consequences clearly detailed, a home –school book or a behaviour contract. Such a plan would be drawn up with input from parents/carers and reviewed regularly.

## 9. Detentions\_KS1 and KS2

Detention may be given for persistent failure to return homework or failure to bring PE kit; being put on Red twice in one week or other serious one off incidents. These take place at lunchtimes under the supervision of a member of staff from 12- 12.15 in KS1 or from 12.15 – 12.45 in KS2, alternatively in extreme cases they may take place after school under the supervision of a member of the SLT. If an after school detention was taking place it would be with the support and knowledge of parents/carers and would take place from 3.30 to 4.30.

## 10. Exclusions

As a last resort a child could be 'fixed term' or permanently excluded from school as a result of a one-off incident or persistent breach of the school's Behaviour Policy and in accordance with the school's Exclusion Policy. Parents would be fully informed at all stages of this process.

**11. Equalities**

Our school works hard at being fully inclusive and is happy to work with parents/carers and outside agencies to support behaviour. It is our intention that no child's learning is adversely affected by the behaviour of one of its peers. School recognises that all the children are unique and that 'reasonable adjustments' may have to be made to reward and sanction certain individuals.

**12. Monitoring and Review.**

This policy will be reviewed every year. It will be monitored by the curriculum committee.

Signed \_\_\_\_\_ (chair of curriculum)

Date:

Signed \_\_\_\_\_ (headteacher)