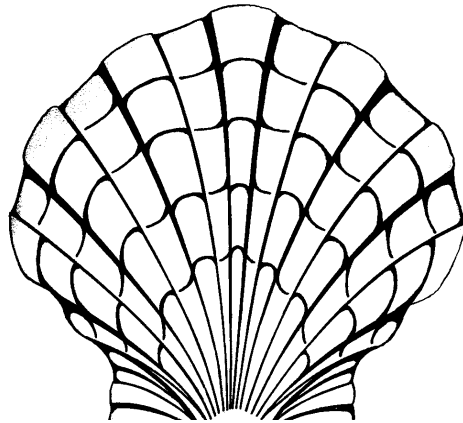


NAZEING PRIMARY SCHOOL



BEHAVIOUR & DISCIPLINE POLICY

(To be read in conjunction with the school's Anti-Bullying & Racial Equality Policy)

Behaviour & Discipline Policy

At Nazeing we are a caring community, whose values are built on mutual trust and respect for all. The expectation is that every member of the school community behaves in a considerate manner towards others. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

The aims and expectations of the policy are to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. This is achieved through:

- ensuring that every member of the school community feels valued and respected.
- promoting an environment where everyone feels happy, safe and secure.
- ensuring that each person is treated fairly and well.
- promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- supporting the school community in aiming to allow everyone to work together in an effective and considerate way.
- treating all children fairly and applying this behaviour policy in a consistent way.

We expect all pupils to show respect for other young people and adults to ensure freedom from bullying and harassment; this may include cyber bullying and prejudice based bullying related to SEND, sexual orientation, age, sex, race, religion and belief or ability.

TERRIFIC VALUES:

We follow the Terrific values:

Trustworthy
Enthusiastic
Responsible
Respectful
Independent
Fair
Inclusive
Caring

Promoting Positive Behaviour:

The 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.

We praise and reward children for good behaviour in a variety of ways including:

- teachers praise children both verbally and in writing;
- rewarding Dojo's;
- Weekly commendations on the newsletter;
- Courtesy Cup – awarded half-termly;
- Achievement assembly award;
- Star of the Day/ Week;
- showing work to the Headship Team and receiving stickers/ text messages home to show recognition.
- Positive Behaviour is reinforced through:
- assemblies which are themed;

- reinforcement of the Terrific Values;
- Growth mindset;
- a clear PSHE curriculum within the classroom to explore aspects of behaviour;
- Inclusion Team lead projects;
- Individual targets and Protocols to support behaviour;
- dealing with incidents and providing children with the opportunities to have a fresh start wherever possible.

FS/KS1/ KS2 Dealing with unacceptable behaviour:

The following are considered examples of unacceptable behaviours at Nazeing. We have divided them into 3 levels.

- This table is intended as a guide and acknowledges that each child may have different needs and this will be considered when applying this policy.
- The table will take into consideration the age of the child, SEND needs, context and stage of development.
- Persistent Level 1 or 2 behaviours could up-level the consequences.

Level 1	Level 2	Level 3
Interruptions during lessons talking, whistling etc.	Persistent level 1	Persistent level 2
Interfering with others learning	Swearing and rude gestures – in person and online	Repetitive aggression
Snatching	Stealing	Premeditated stealing
Physical contact (including pushing/shoving)	Inappropriate behaviour / comments	Inappropriate language. Swearing at (threatening way) children and adults
Throwing equipment	More aggressive/purposeful throwing of equipment	Discrimination
Not listening to instructions on purpose	Unkind/ disrespectful to adults (answering back)	Throwing objects that may cause harm to adults/children
Eating in class during lesson time	Fighting	Bullying
Unnecessarily out of seat	Refusal to work/follow instructions	Blatant dishonesty
Time wasting (work avoidance, deliberately not completing tasks set)	Intimidation	Physical attacks on staff
Continual or repeated Rocking on chair	Leaving class without permission	Leaving school premises without permission
Unkind/ disrespectful to peers (incl name calling, teasing, spoiling others games) – in person and online	Graffiti	Vandalism
Lying	Ignoring instructions/defiance	Dangerous refusal to follow instructions
Not lining up and walking back to class in a sensible and timely way	Disrespect towards visitors	Biting
Flinging coats and bags onto the floor	Being argumentative	Purposeful spitting at someone

Not moving around the school orderly	Retaliation	Filming others and posting on social media
Bundle/ jumping on top of each other (rough play)	Spitting on the ground	
Loitering	Bringing a phone into breakfast club which is still switched on	
Playing in unsafe areas	Having their phone in their bag and telling other children about it	
Using swear word to self	Posting things on Social Media about others	
Having their phone in their bag		

Consequences Table:

Consequence Table KS1 and KS2		
Level 1	Level 2	Level 3
Reminder of rules	Incident recorded	Incident recorded
Verbal apology	Phase leader to deal with	DH/HT to deal with
Finish work at playtime	Parents informed and meeting held	Meetings with parent and SLT/HT
Miss out on an activity	Miss activity/trip	Internal exclusion
Miss playtime	Time out of the playground – playtime/ lunchtime	Fixed term exclusion (including lunchtime exclusion)
Incident dealt with by CT/LSA	Child placed on report for regular monitoring	Permanent exclusion

Behaviour Books:

Each class has a book to record incidents of poor behaviour. It is the responsibility of the class teacher to inform parents of any incidents logged. If a child's name appears in the book 3 times in a week, then the family is spoken to by a Deputy Headteacher/SLT. If this behaviour continues then a meeting is arranged with the Headteacher and further strategies are explored.

Behaviour books are monitored by the Senior Leadership Team.

Report cards/ charts:

Children who show repeated patterns of misbehaviour may be put on a monitoring system to record their behaviour session by session. Parents are met and asked to support the school by reinforcing the school expectations, checking behaviour with their child daily and meeting informally with a member of school staff each week.

Children are required to carry the card (or it can be left with the class teacher if deemed more appropriate) and inform teachers in class or on duty that they are on report. They should then ask the teacher to sign the card after each session to show that they have made significant effort in the session and maintained good behaviour. The card is reviewed with the child at the end of each week and discussed with parents. Recorded behaviour informs further actions – either removal of the system for regular good behaviour or more serious sanctions such as split break-times.

Zones of Regulation:

At Nazeing we have implemented the Zones of Regulation throughout the school to support the children to self-regulate.

What is self-regulation?

The ability to regulate sensory needs, emotions and impulses to meet the demands of the environment, reach one's goals and behave in a socially appropriate way.

Three critical neurological components need to be integrated for this – sensory processing, executive functioning* and emotional regulation.

** cognitive processes involved in the conscious control of thoughts and actions.*

What are the Zones of Regulation?

The Blue Zone

Low state of alertness
Sad, tired, ill, bored.

The Green Zone

Regulated state of alertness
Calm, happy, focussed, content.

The Yellow Zone

Heightened state of alertness
Stressed, frustrated, anxious, excited, silly, nervous, confused.

The Red Zone

Extremely heightened state of alertness.
Angry, rage, panicking, explosive behaviour, panicking, scared, elated.

What does the Zones of Regulation curriculum teach children?

- That we all experience all the zones and none are 'bad' or 'naughty', however their zone and subsequent behaviour will impact how others view and interact with them.
- How to work out what behaviours are expected in given circumstances.
- To recognise their triggers and how large or small a problem is.
- To determine if they need to manage their behaviour while in different zones to meet the demands of the situation (teaching them tools that help them regulate and move between zones).
- To recognise when they are in the Green Zone and how to remain there when encountering tricky situations.

Playtime detention

A single play time detention is used as a level 1 sanction for children who have misbehaved in lessons and been fully through the warning system. At level 2, this sanction could be a series of missed playtimes/lunchtimes.

Lunchtime Behaviour

Children's behaviour at lunchtimes is monitored by Midday Assistants and overseen by the Headship Team. A member of the Headship Team is on duty each lunchtime. Children are expected to follow the Terrific Values whilst waiting for their lunch and on the playground. Each Midday Assistant has a record book to write any incidents that may occur; these books are then monitored by the SLT/ Headship Team.

Bullying – see the school's Anti-Bullying Policy

This is taken extremely seriously by the school and all staff refers to and follows the Policy. Parents/carers will be informed and a meeting will take place to plan actions to be taken. All records are kept centrally and remain confidential.

Racism – see the school's Equality Policy

All incidents must be reported to the Headteacher who will record the details accordingly.

Radicalisation – see the school's Safeguarding Policy

Any behaviours of a concerning nature, will be reported to the lead Safeguarding Officer, who will contact Children's Services.

Phones

We understand, for some of our children when they reach Year 5 or 6, that parents ask them to walk home unaccompanied and request that they bring a phone to school. We do ask that the Mobile Phone Policy is signed by both the parent and child to ensure our safety protocols are followed.

Supporting Pupils with SEND

The SENCO takes a key role and ensures that all support for pupils with identified SEND is undertaken in accordance with our legal obligations under the Equality Act 2000. For some children it is necessary to develop a One Plan/ Behaviour Plan to document clear systems and steps to support individual pupils with behavioural needs. If this is not effective and a pupil is at risk of exclusion, then a Pastoral Support Plan must be written detailing specific steps/sanctions for certain behaviours and reviewed at intervals.

In some cases, the school may need to seek advice from external agencies, for example Educational Psychology Services or CAMHS/ EWHMS.

Pupils with SEMH may need adjustments made within the steps outlined in this policy and additional support will be put into place to help them manage their behaviour choices. A risk assessment will be written and a named adult assigned.

The Responsibilities of the School Community

Staff and Governors

- Model the expectations of the Policy
- The class teacher discusses the Terrific Values with each class.
- Incidents of anti-social behaviour - the class teacher discusses these with the whole class during PSHE.
- Each class has a forum for children to voice their concerns – either by speaking to adults or in the form of a suggestion box.
- Praise positive behaviour and work
- Provide routines to enable the children to be successful
- Be consistent and fair
- Communicate with parents and engage their support

- Support colleagues
- Actively deal with any incidents of behaviour as they occur, in accordance with the Policy
- Use of Red Card for emergency/ serious misdemeanours to request immediate support
- Use positive language when discussing individual children, so as not to label them through their behaviour
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- Ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time
- Complete class behaviour books to record any misdemeanours

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 head teacher in carrying out these guidelines.
- Governors may give advice to the head teacher about particular disciplinary issues.
- The Headship team keep a Behaviour Log which is reported to Governors.

Children:

- Follow the Terrific Values and model these for other pupils
- Treat all members of the school community with respect
- Speak to an adult if they have an issue or are concerned
- Represent the school appropriately on trips, walking to and from school or when being taught by visitors
- Try their best and not 'give up'- Growth Mindset
- Take pride in their classroom and school
- Be responsible for their possessions
- Respect school and other children's property
- Take responsibility for their own actions and behaviours

Parents:

- Support the school's Behaviour Policy
- Work closely and in partnership with the school in the management of behaviour
- Sign the home/ school agreement
- Model the expectations of the Policy
- Treat all members of the school community with respect, following the Positive Relations Guidelines
- Follow the correct procedures if there is an issue or concern and make appropriate appointments for meetings; the first step is the classteacher, if the concern remains then a meeting with the Deputy Headteacher/ SLT; a meeting with the Headteacher can then be requested. If matters remain unresolved then the Governing Body can be informed and a formal complaint can be implemented.
- Support with the completion of homework
- Support with attendance and punctuality
- Praise positive behaviour and work
- Alert the school of any factors which could affect their child's behaviour

The Headteacher and Governing Body:

The Headteacher has the responsibility for issuing fixed-term exclusions for individual children for serious acts of misbehaviour. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. If the headteacher excludes a pupil, they must

inform the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

This is only carried out following the notification of the Local Authority and Chair of Governors.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The Governing Body has a discipline committee that is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

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

If the Governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

SENCO:

The SENCO may liaise with outside agencies to support the behaviour of individual children. They are responsible for devising Protocols to support our vulnerable pupils.

Senior Leadership Team:

Members of the Senior Leadership Team support class teachers within their Phase with incidents of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school is guided by up to date Ofsted Criteria to measure its progress.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headship team records those incidents where a child is sent to them on account of negative behaviour.

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 exclusions, bullying & racist incidents, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy annually. 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.