



St Ives Primary and Nursery School

Behaviour Policy

At St Ives Primary and Nursery School we have a shared vision that our school is and should be community orientated and that the principles of good behaviour must begin with the creation of a genuine sense of family, which encourages commitment to the school from all.

Inspiring bright futures and minds

- *To be life-long learners*
- *To develop positive attitudes and tolerance for both themselves and others*
- *To foster a strong sense of respect and responsibility for themselves and the community*

Part I – Introduction and Statutory Guidance

Background

It is the school's aim to establish good behaviour throughout the school, both during lessons and in break times. The teachers, teaching assistants, lunchtime supervisors, local school committee, children and parents were all involved in the ongoing evolution of the school policy on behaviour and anti-bullying. Consultation takes place to allow this school community based initiative to be successful. Changes to these practices can and will be made after appropriate consideration is given to the impact.

Guidance provided by the DfE to be adopted by the school

Guidance for the school is provided in "*Behaviour in schools...Advice for headteachers and school staff*" published in February 2024 by the DfE.

In creating and maintaining high standards of behaviour, the school's approach to behaviour will meet the following minimum expectation:

- a) the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- b) school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. (Source: Behaviour in Schools, DfE, 2024)

The headteacher of a maintained school must determine measures which aim to:

- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour of pupils;
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education;
- and
- Otherwise regulate the conduct of pupils. (Source: Behaviour in Schools, DfE, 2024)

The school will aim at all times to recognise and respond to good behaviour with reward and bad behaviour with sanction. The school's tailored behaviour management practices are set out in more detail in Part II of this policy.

The DfE guidance includes the following examples of sanctions, to be considered on an individual basis as necessary:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention;
- school based community service, such as tidying a classroom;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff may lawfully issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

These powers are to be adopted as appropriate as part of the behaviour process within St Ives Primary and Nursery School.

Part II – The school's evolved practices

Taking account of all the guidance provided by regulatory bodies as set out above, and including any duties relating to safeguarding the safety and wellbeing of the children, the school has tailored its behaviour management practices to suit the school, and these now include the following:

Our Reward System

Good behaviour is rewarded with praise, using positive and encouraging language. Class charters are formed at the beginning of the school year in line with our Golden Rights and should promote good behaviour, and a reward system is in place that encourages children to work hard and behave well. In each classroom there is either:

- a) a sunshine, rainbow and cloud or
- b) a traffic light that reinforces the expected behaviour.

Each class also has a 'Do it better than you have to' star to reward learning attitudes and respect; this is a reward for exceptional behaviour and children receive a 'Well done' slip for achieving this. Should a child find themselves on the cloud or red of the traffic light, they automatically lose five minutes of their playtime to reflect on the expected learning behaviours.

The whole school reward system is built around the school's aims and mission statement, which recognise the need for co-operation, effort, politeness, good manners, tidiness, excellence, consideration, courage, achievement and taking responsibility. The system is based on using praise, stickers, team points, well done slips, certificates and badges to provide motivational reward. The children are rewarded in the following way:

ASSEMBLY

Every Friday, in assembly, the achievements for children from each class will be celebrated. Celebrating a child's achievements, perhaps at times making very small steps forward, will help in the raising of self-esteem and give them the confidence to take larger steps forward.

GOLDEN TIME

Golden Time is an important part of positive behaviour reinforcement. It is designed to be a special time, taking place across the whole school at the end of the week, with a range of activities. All classes come together to take part in Golden Time activities across the school structured to suit the children and all staff will use a clear system to reinforce the expected behaviour. The potential for a class to lose 5 minutes of Golden Time for negative behaviour may be used as an incentive to encourage good behaviour.

Children are to be encouraged to talk to and 'tell' any of the many adults who are around if they are unhappy or finding things difficult. Parents are to be asked to talk to staff about any difficulties, and the Head will operate an 'open door' policy that responds to issues as they arise.

Our Sanctions System

All adults should endeavour to speak to the children in a calm and reasonable manner, making every effort to avoid negatively charged language. Staff will aim to use emotion coaching techniques to support children to build strategies to identify and deal with a range of emotions. All emotions are normalised through a 'high empathy, high guidance' approach to making positive choices. A number of strategies can be used to promote positive behaviour. One particularly successful strategy involves making a positive comment about a child who is behaving well; others around the child may then adjust their own unacceptable behaviour in order to receive positive rather than negative attention from the adult in charge.

Children need to know that there are boundaries to their behaviour and what will happen if they go beyond those boundaries. The children feel secure and valued in a school environment that clearly lays out expected standards of behaviour, encourages them to have respect for themselves, for their peers and for all adults.

Staff have high expectations of children being ready to learn. Children who need support to manage their behaviour are encouraged to spend time thinking about their choices, either independently or with an adult. Reflection at another time such as playtime or during free time may be necessary. It may also be necessary to facilitate further reflection with parents/carers. Sanctions should be based on classroom procedures. Teachers, Teaching Assistants and Lunchtime staff will apply the agreed sanctions for unacceptable behaviour. If there is unacceptable behaviour when working away from the teacher, the Teaching Assistant will follow the systems and as the next step involve the teacher.

Children may sometimes be removed from an area to 'cool off'. This can be used in the classroom and in the playground. At times, a child may need to lose some playtime as a sanction in order to finish work that was unfinished due to inappropriate behaviour.

The Headteacher or Senior teacher may be involved in more serious cases of unacceptable behaviour or if the behaviour has deteriorated and the classroom behaviour system has been used; such incidents will be logged on My Concern. Red cards will be used in circumstances where children have broken the school's Golden Rights.

One red card is the loss of Golden Time, two red cards is the loss of Golden Time and parents are informed and three red cards culminate in the loss of Golden Time and parents are asked to attend the school for a meeting with senior staff.

Some children may require individual educational plans to support their behaviour. Further support can be sought from outside agencies, such as Behaviour Support Service or the Educational Psychologist. It is important that these systems are followed and evidence is collected and logged.

Exclusion

In very serious cases, and in accordance with national policies, it may be necessary to exclude a child. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the local school committee.

Use of Force

At certain times it may be necessary for school staff to use reasonable force to ensure that children do not harm themselves or others, damage property and cause further disorder. Staff will use their judgement and will always try to ensure they manage the situation at least in pairs. Occasions where force or restraint may be used could be:

- to remove a disruptive child from a classroom;
- to prevent a pupil behaving in a way that disrupts a school event or visit;
- to prevent a pupil from causing harm to another child or adult; and
- to restrain a child who may harm themselves or others through physical outbursts.

Anti-bullying

Bullying is behaviour by an individual or group repeated over a period of time that intentionally hurts another, physically or mentally. Children are to be made aware that they should tell an adult if they are subject to bullying. A designated member of staff is to be made known to the children to whom they can report bullying. As a school, we are committed to gaining personal and individual knowledge of our children so that we are able to intervene before a serious situation develops. Teachers and support staff must set aside time to listen to children's concerns and also any parental concerns. A 'feelings' chart can be used to help identify any concerns from the children. The children take part in a comprehensive Computing curriculum that informs them about safer Internet use in line with safeguarding guidelines and gives some awareness of how to remain safe when using social networking sites in the future.

Racism

Our school is committed to an inclusive approach where differences are valued. Newly arrived children should be welcomed to our school as quickly as possible by ensuring that they have essential items such as a peg name, name on the sunshine/ green light and reading book on the first day and feel part of our school. Our curriculum covers acceptance of different ethnicities and religions through You, Me and PSHE, RE and assemblies. Any racist incidents must be reported to the headteacher. Incidents must be followed up with the victim and perpetrator and parents must always be informed.

Any malicious allegations against staff will be dealt with under the Whistleblowing and Allegations against Staff policies and in conjunction with the sanctions practices set out in this behaviour policy if appropriate.

Harassment

Our staff and school community recognise that harassment can happen at any sector of the education system. Our school enforces a zero tolerance approach to sexual violence and sexual harassment. All staff will ensure it is never acceptable, it will not be tolerated and it should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms and genitalia, pulling down trousers and lifting up skirts will be enforced by all staff. We will endeavour to ensure all staff are aware that dismissing or tolerating such behaviours risks normalising these behaviours. We aim to teach children about self-respect, respect for others, personal boundaries and what constitutes harassment as part of our PSHE learning. Our staff, through teaching and learning, aim to embed an age appropriate understanding of consent, recognising that consent is about having the freedom and capacity to choose.

Nursery School

At St Ives Nursery School we have a shared vision that our school should be community- orientated and that the principles of good behaviour must begin with the creation of a genuine sense of family, which encourages commitment to the school from all.

Unacceptable behaviour may result in having some time out with a sand timer, either in the nursery building or by the school office. Nursery staff may involve senior leaders in the school such as the Early Years Leader or Head of School if necessary. Staff will assess the child's understanding of any unacceptable behaviour and should devise a more personal approach as necessary. Parents will be involved in any discussion about their child's behaviour. If harm is caused to another child the both sets of parents will be informed. Serious cases of unacceptable behaviour may involve an exclusion from the nursery class for a fixed period.

Child Behaviour Aims

The practices outlined in this policy will be used throughout the school to establish good behaviour, during both formal learning and non-learning periods. Staff, local school committee, children and parents must be involved in the on-going evolution of the school policy on behaviour and anti-bullying. Consultation takes place to allow the school community-based initiative to be successful. The school is willing to adjust and make changes as the practices evolve.

The overall goal is to work with parents to secure acceptable behaviour. In some cases it may be necessary to consider referral to specialists in line with our Special Education Needs Policy, and as a last resort to exclude a child from the school.

Revised January 2022 in line with DfE 'Sexual violence and sexual harassment between children in schools and colleges' Revised March 2024 in line with DfE 'Behaviour in Schools'

*The primary purpose of the school is to ensure the provision of a high quality education for all learners, irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief, age or chosen lifestyle.
This policy has been reviewed in line with the schools Single Equality Policy.*