



Behaviour Policy

September 2024

Presented by: Mrs S Hopkinson- Jones

Approved by governors and staff

Review Date: July 2025

The purpose of this policy is to provide clear guidance to, and understanding of, the expected behaviour of children and adults whilst at Neston Primary School. We follow an Assertive Discipline structure, which places an emphasis on highlighting and encouraging positive behaviour. We also aim to help all children to understand the consequences of their behaviour and its effect on others. This policy has been written after discussions with pupils, staff, parents and governors of Neston Primary School, and it reflects the values and principles that we consider to be important and central to our school.

Good behaviour in school is central to a good education. The aim is to provide an inclusive, calm learning environment. Our expectations of the children can only be realised through the cooperation and support of both home and school.

At Neston Primary School (NPS), we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards.

We acknowledge our legal duties under the Equality Act 2010, in respect of both safeguarding, and of pupils with Special Educational Needs and Disabilities (SEND). The SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Aims of the Policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.

To produce an environment in which children show our school values

**Take Pride, Respect all, Strive for excellence,
Show resilience, Be kind**

Objectives

For children to show:

- Self-respect
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards all staff, visitors and towards each other
- Pride in their achievements
- Thirst for knowledge
- Empathy with others' feelings
- Respect for their environment and community

At NPS, we promote respect, dignity and non-discrimination. Our children are treated as equals by their fellow pupils and by the adults in the school.

How we encourage good social behaviour.

- We ensure that children are praised for good behaviour.
- Children receive individual and whole class rewards.
- Continually remind children of school rules and expected behaviour.
- Encourage children to be responsible for their own behaviour.
- All adults will encourage pupils to exhibit good behaviour by setting a good example: this is reinforced with a system of praise and reward for all children and drawn up in consultation with them through Pupil Voice and School Council.

After discussion with children and staff, we have agreed that good behaviour is:

- Always using good manners and being polite.
- Respecting everybody and everything.
- Helping others and recognising their individual needs.
- Expected whenever you are representing our school whether on or off the premises.
- Working to the best of our ability at all times.

We recognise that there are times when the children will forget our aims for good behaviour and will be inconsiderate towards others. We believe that we should try to understand the reasons for this misbehaviour, so that we can deal with it and resolve it most effectively.

We hope to prevent inappropriate behaviour by:

- Reminding pupils of the school rules and values.
- Involving the children in reviewing the school rules.
- Rewarding good behaviour.
- Providing a Learning Mentor for children to talk about individual circumstances and issues if required.
- Regularly praising children's good behaviour and sharing achievements with parents and carers.

For a child who has particular difficulty in managing their own behaviour or who is unable to access the whole school system, we may draw up an Individual Plan. We may suggest a referral to our Learning Mentor, the School Nurse, or other professionals. Where appropriate, we will seek the advice and support of other agencies in consultation with parents/carers.

Bullying

Incidents of bullying will be dealt with in accordance with the Anti-Bullying Policy based on the principles outlined above for helping children learn to manage their own behaviour.

Our School Rules

1. Listen carefully and follow instructions first time.
2. Look after everyone and everything in our school.
3. Always do your best and take pride in your work.

These rules will keep us all safe and happy.

Our School Values

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Our Behaviour System

Rewards

1. Every child who follows all of our rules all week will earn 25 minutes (ie: 5 mins per day) Golden Time on Friday
2. Each class will have a class reward chart. The whole class will receive a reward when the chart is complete.
3. We will continue to reward with verbal praise, stickers and House Points. Each week we will hold a 'celebration assembly'. A Class Champion and a NPS Values Champion will be chosen each week and all of our successes will be shared.
4. We will have a Shining Star recognition board in every classroom. Children who show the NPS values and have been awarded a house point will be recognised on this board.

Sanctions

Children are reminded that they are responsible for their own actions and that breaking rules has consequences.

We will use the following sanctions:-

1. If a child breaks one of our school rules they will be reminded of the rule they are breaking and the expected behaviour. This is an opportunity for the child to make a good choice and change their behaviour.
 2. If a rule is broken again the child will be reminded of the rule they have broken and they will lose 2 minutes of their next break time for reflection. This will be recorded on a behaviour tracking sheet.
 3. If a child continues to make poor choices the child will continue to lose minutes off their breaktime and 5 minutes Golden Time will be lost. This will be recorded on a behaviour tracking sheet.
 4. If a further rule is broken the child will receive detention during the following lunch time to reflect on their behaviour. Parents and carers will be informed by the class teacher. This will be recorded on a behaviour tracking sheet.
 5. Repeated behaviour concerns will lead to a meeting with parents/carers and the child's Class Teacher.
 6. If there continues to be concerns about a child's behaviour a further meeting with the child, the parents/carers, and relevant staff will be arranged. The possibility of implementing an Individual Behaviour Plan will be discussed.
- Throughout the sanctions the child has the opportunity at every stage to improve their behaviour choices
 - **It is a fresh start every day.**

Privileges, such as attending extra- curricular clubs and attending trips may be . To de-escalate a situation a child may need to leave their classroom to give them chance to calm and reflect on their behaviour. Behaviour will be recorded on CPOM if staff have had to speak to parents/carers.

In extreme cases, an internal exclusion or a suspension may be used at the discretion of the senior leadership team in accordance with the Local Authority Guidance.

Exclusion and Suspension

Children can be suspended or excluded for: 1. One-off serious incident. 2. Persistent disruptive behaviour.

Employing a trauma-informed approach we understand that all behaviour is communication, and as such we seek to work with agencies such as EP, SALT, CAMHS. Suspension and exclusion are used as a last resort.

When considering whether to suspend or exclude we will consider

- i. If the behaviour is a serious breach/breeches of behaviour policy.
- ii. If the child's behaviour risks the welfare of a child or others.

The purpose of suspension is to

- 1) Enable school to plan to better meet needs of child and review how best to adjust provision, support and/or strategies to support child.
- 2) Communicate behaviour is an unacceptable breach of policy
- 3) Address the risk of safety to self or others
- 4) Prevent permanent exclusion

Reintegration Meeting

We employ a reflective approach in our reintegration meeting to learn and work in partnership.

- 1) What have we learnt that we didn't know before?
- 2) What can we change or adapt?
- 3) What does the child need in order to improve?

Positive Handling

On occasion, it is necessary to use 'positive handling' in order to ensure the safety of the school community. Any use of positive handling will have been assessed as proportionate, reasonable and absolutely necessary. When positive handling is used, all incidents are recorded on CPOMS and in the 'ring and bound book' if a 'team teach' hold has been used. All use of positive handling will be communicated with the child's primary carers.

Monitoring

Incidents reported on CPOMS are alerted to the safeguarding team and these are monitored termly to produce behaviour reports.

Termly behaviour reports submitted to headteacher and governors



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