

OUR AIMS

In managing pupil behaviour our aim is to develop self-discipline by helping pupils develop a sense of self-respect, self-confidence and self-reliance: and an awareness of and sensitivity to the needs of others with a culture of forgiveness for all. A restorative approach will be taken with pupils in order to prevent and address all forms of bullying or discrimination.

At Nutfield Church (C of E) Primary School we aim to:-

- provide an environment where children feel secure and happy, where they feel valued and can experience success
- have a clear, fair and consistent approach to behaviour
- be aware of individual needs and circumstances
- encourage self esteem and promote responsibility and leadership
- encourage children to take responsibility for their own behaviour
- ensure the welfare of all pupils, especially some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEND, physical or mental health needs will receive behavioural support according to their need.
- encourage children to understand and follow the Christian value of forgiveness and the importance of the principle of bringing an incident to a close.

As a team, we have adopted the following approaches:

a) Positive Reinforcement

Reward good behaviour through praise (individual praise to each child every day), the giving of stickers, stars, smiley faces and star of the day in Key Stage 1, as well as individual and class team points in Key Stage 2.

Postcards given out at celebration collective worship from the Headteacher.

End of term certificates

Have clear expectations for behaviour and communicate these explicitly and positively

Share instances of good behaviour and work with others

Develop a working partnership between child, school and home, using the Home School Diary or informal discussion or message home to parents to involve and inform parents of good behaviour

Use PSHE and Philosophy as a regular way of discussing and rewarding good behaviour

b) Ways of raising Self Esteem

Praise all children

Listen to and take an interest in what the child says

Build trust by being fair

Show respect to, and for, children

Set achievable targets for learning and behaviour

Develop peer praise and evaluations

For all children to have a sense of responsibility and take on a role of leadership

Raise awareness of God's love for all

c) Using Assertive Discipline with a Restorative Approach

This is a systematic school and class discipline plan to promote responsible behaviour and deal effectively with pupils when they misbehave.

It involves expectations, agreed and understood by all, and consists of four distinct parts:-

- i) A concise list of rules for all pupils to follow
- ii) A systematic approach to positive recognition of good behaviour
- iii) A graded list of the consequences of failing to keep the rules.
- iv) A plan that seeks forgiveness and restoration

The five themes of the restorative approach will be followed:-

Theme 1 & 2 – What's happened/what is the matter? What were you thinking/feeling? (Each child)

Theme 3 – Anything to add? Who has been affected?

Theme 4 – What do you need so things can be put right/to move on?

Theme 5 – What can you do to stop this from happening again?

School Rules

1. Walking feet
2. Gentle hands
3. Quiet voices

As well as the school's rules, at the beginning of each academic year each class devises its own set of class rules appropriate to the children's age range and understanding and a system of rewards is used.

Rewards

1. Praise
2. Good behaviour is reported to the class teacher for appropriate action
3. Especially good behaviour is reported to parents either verbally, using stickers or via the Home School Diary
4. Good work / behaviour is celebrated within the classroom regularly by being put on the rainbow, band of gold or magic pot in KS1 and chosen to sit on the star chair.
5. Good work / behaviour is celebrated in collective worship by giving certificates in class or celebration collective worship
6. Each KS2 class has a system based on team points for reward. Rewards for the gaining of team points are discussed and agreed within each class.
7. Team points – children in the winning team receive an extra playtime in the first week of the next half term.
8. "Ambassadors playtimes" are awarded by the headteacher to a class when a member of the public has commented on the behaviour of a class when out on a trip

The new Ofsted Inspection Handbook (September 2015) refers to outstanding personal development, behaviour and welfare as follows

Outstanding (1)

Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.

High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.

Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.

Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.

For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.

Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.

Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Moving from Good to Outstanding

Staff have identified low level disruption in class as a key area for improvement. We are ambitious that all our pupils' attitude to learning are of an equally high standard across subjects, years and classes and with different staff. We aim to ensure that incidences of low-level disruption in lessons are extremely rare.

Further to this staff have discussed the importance of enabling the pupils to support pupils' behaviour, in order that their behaviour outside lessons is impeccable. In addition we aim to help our pupils' have pride in the school which will be shown by their excellent conduct, manners and punctuality.

School Development

We are in a period of improvement and want to build on our 'Good' judgment from 2015 OfSTED. As part of this we are focussing on Behaviour as a key priority within our whole school Development Plan. We are aware that we need to be ambitious for our children to meet the requirements for 'Outstanding'. Our strategy in class is to identify low level disruptive behaviours which not only affect the learning of the children but the ethos and standards of the school.

We aim to reduce the number of low level disruptive behaviours by encouraging the children to be active and engaged in all learning. In order to do this, specific behaviours have been identified by staff and children and will be focussed on this year. The specific behaviours we want to reduce are: D – Distracting others, C – Calling out, A – Answering back, N/V – Non verbal i.e. eye rolling, looking away or ignoring, pulling faces, swinging on chairs.

A key for these behaviours is now added to all behaviour Charts in class. These behaviour charts are all to be placed on the right hand, lower corner of the class whiteboards. A copy of these behaviour charts can be seen in Appendix 1 and 2.

EYFS

In line with current practice, we aim to introduce elements of our whole school behaviour systems in our Early Years setting. We focus on routines, rules and try to always help the pupils understand how we all work together to be safe and happy. We aim to be using the whole school behaviour system and formally analysing the data from it by the end of the summer term.

Values

We have worked hard to develop six main values. These come directly from INSET development of the distinctiveness of church schools. The values we chose are: Community and Peace, Wisdom and Hope, Dignity and Joy. We focus on one value each half term. Our values are tied in to our behaviour in many ways. Our children are taught that we are a community and that we work as a team. Hope is taught for example through knowing all things are possible and linking to the concept of 'team' and 'being together' the children are taught that there is always hope for the future. We recognise that each of us is different and although not greatly diverse in terms of race and culture our community celebrates the differences between all of us. Our playground behaviour gives us excellent opportunities to develop an understanding of Peace making, dealing with conflict and through our teaching of Philosophy have an understanding that we can disagree with ideas, rather than people. Our values also run through our curriculum plans as we aim to ensure elements of SMSC are evidenced. Making SMSC explicit helps us to make sure our curriculum is focussed.

Systems for certificates

At least two children from each class will receive a certificate during Friday's collective worship. Each half term the Team Cup will be awarded to the winning team.

Sanctions

Foundation and KS1	KS2
1. Make non verbal signal	
2. Put the child's name on the cloud and explain why you are doing it.	2. Give the children a warning but make sure the child knows what he has done wrong and why it is important to obey the rule
3. 5 Minute spot in the classroom	
4. 5 minutes in their buddy classroom– put name on lightning – a private conversation between child and class teacher regarding behaviour	4. 15 minutes in their buddy classroom – a private conversation between child and class teacher regarding behaviour
5. Visit to a member of the senior leadership team –parents informed	
6. Individual behaviour contracts will be set for children with consistent behaviour	

challenges and agreed by parents

A restorative conversation will take place at the appropriate point when following this process.

The parents of children who are constantly sent to a buddy classroom will be informed by the class teacher.

Each child will begin afresh each day.

Incidents at playtime will remain as separate issues because, we at Nutfield Church (C of E) Primary School, feel that children should not have their behaviour at break or lunch time impinging on their learning and the others in the class. A restorative approach will be taken when incidents occur.

Detentions are not deemed an appropriate way of disciplining primary aged children.

Playground Sanctions

1. Verbal warning with restorative conversation
2. 5 minute spot (against the P.E shed wall with a timer, children return this after 5 mins)
3. 10 minute spot (against the P.E shed wall with a timer, children return this after 10 mins)
4. Child sent to a member of the Leadership Team and parents informed either verbally or through a letter home. (See letter to Parents, Appendix 3)

Any incidents of aggression towards another child or adult, racist, homophobic or prejudice behaviour are referred directly to SLT.

Individual behaviour contracts/risk assessments should be followed for children with consistent behaviour challenges and agreed by their parents.

Each lunchtime supervisor will be responsible for logging any incidents in the lunchtime behaviour book.

Searching and confiscation

The Screening, searching and confiscation advice for headteachers, school staff and governing bodies, 2013 from the DfE authorises Head Teachers and staff authorised by them to search a pupil for prohibited items without the pupil's consent, if they have reasonable suspicion that there is a prohibited item with the pupil or in his/her possessions. If searching a child for a prohibited item two members of staff should be present and the search should be conducted away from others.

Prohibited items are lethal knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic image, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil). Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Unless requested or directed by the class teacher pupils should not bring in any personal items from home. Those children disobeying this routine will have the objects confiscated. If items are confiscated they should be returned at the end of the school day to the parents or carers of the child.

The consequences will be implemented each time a child breaks a School Rule. However certain actions are seen to be so severe that they require immediate action by the Head Teacher or, in her absence, the most senior member of staff available.

Severe Clause – DSL cause for concern

The following actions are classified as major incidents that will be investigated calmly by the Headteacher and, if the allegations/actions are proved correct, could lead to a fixed term, lunchtime exclusion or permanent exclusion. If a fixed term or lunchtime exclusion has been given, additional support will be sought during this time to support the pupil on his/her return.

Serious actual or threatened violence

Serious harm to the education or welfare of others in the school (including bullying)

Carrying weapons/prohibited items

Significant disruption to the reputation or the life of the school

When implementing consequences staff should:

- Remain calm
- Ensure that the child is not criticised but separate the behaviour from the child
- Be consistent – provide a consequence every time the child breaks a rule
- Find an opportunity to praise the child soon after delivering the action.

We follow the steps listed below, taking into account the needs of the child:

1. Reduce the number of corrective actions
2. Have an individual behaviour plan negotiated with parents
3. Involve the SENCO in developing a further behaviour plan with parents
4. Involve outside agencies in a Pastoral Support Plan
5. Lunchtime exclusion or fixed term exclusion
6. Permanent Exclusion

Partnership with parents

The Governors of Nutfield Church (C of E) Primary School believe that the school is entitled to expect the support of parents. Good relationships between home and school benefit the child's behavioural development and overall progress. In support of this, the School has a Home-School Agreement which parents are invited to sign.

In line with the Governors' Charging and Remission Policy, parents/carers are requested to pay for the replacement or repair of lost or damaged property. This policy will be shared with parents and they will be invited to discuss it.

Behaviour off site

Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff. In law schools have a right to:

- secure behaviour which does not threaten the health or safety of pupils, staff or members of the public
- provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
- provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

Children who are not following rules while on school business or to and from school will be disciplined in line with the school's sanction system.

Reasonable adjustments will be taken to avoid discriminating against:

- racial groups
- cultural differences
- newly-arrived pupils
- religious groups
- ethnic groups
- looked after children
- children with disability
- SEN children

Reasonable adjustments may include:

- Pupil Pathways with behaviour targets
- adapted uniform to meet cultural and religious requirements
- cool down space for looked after children
- visual timetable for autistic children
- regular communication with parents
- communication with the child over procedures
- meeting with new teachers at transition

A learning mentor is available to support vulnerable children on a day to day basis and support staff in adjusting behaviour targets and techniques for individual children.

Use of reasonable force

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of hurting themselves through physical outbursts.

Reasonable adjustments will be made for disabled children and those with special educational needs.

Parents will be informed if serious incidents occur involving their child and force is used. These incidents will be recorded on the school system.

MAPA (Management of Actual or Potential Agression)

Some staff are MAPA trained. The use of MAPA techniques are used only with pupils who have a specific behaviour plan which necessitates this level of intervention. As a school we aim to be prepared for inclusion and although at present we have no pupils who require these we feel it important to be prepared.

Allegations against Staff

Allegations against staff will be taken seriously and investigated with immediacy.

This policy is linked to the following policies

- E-Safety and acceptable use
- Health, safety and welfare
- Outdoor education and off-site education visits
- Restrictive physical intervention
- Risk management
- Safeguarding children – Child Protection
- Special educational needs
- Attendance
- Allegations of abuse against staff
- Equality and diversity
- Speaking out
- Inclusion policy
- PSHE/Citizenship policy
- Whistle Blowing policy

Complaints

Any staff member or parent who feels that an incident has not been dealt with to their satisfaction is encouraged at all times to discuss this with senior leaders and Governors. Should their complaint not be addressed they are directed to follow the procedures set out in the Complaints Policy.

Nutfield Church (C of E) Primary School
School Behaviour Tracking Sheet – Key Stage 1



Pupil	Monday				Tuesday				Wednesday				Thursday				Friday			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Key	D = Distracting others from learning				C = Calling out				A = Answering back				N/V = Non Verbal				Signature= Other			

1. R = raincloud
2. 5 minute spot
3. Child sent to another classroom for 5 minutes
4. Child sent to a member of the Leadership Team

Nutfield Church C of E Primary
School Behaviour Tracking Sheet- Key Stage 2



Pupil	Monday				Tuesday				Wednesday				Thursday				Friday			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Key	D = Distracting others from learning				C = Calling out				A = Answering back				N/V = Non Verbal				Signature= Other			

1. Verbal warning with restorative conversation
2. 5 minute spot
3. Child sent to another classroom for 15 minutes
4. Child sent to a member of the Leadership Team



Nutfield Church (C of E) Primary School

**59 Mid Street
South Nutfield
Redhill
Surrey RH1 4JJ**

**Telephone: 01737 823239
Facsimile: 01737 822125
E-Mail: info@nutfield.surrey.sch.uk**

Date:

Dear

Today your child has been sent to a member of the leadership team for:

- Deliberately ignoring instructions given by an adult
- Inappropriate physical behaviour
- Inappropriate verbal behaviour
- Damaging property

Please could you discuss your child's behaviour at school today and discuss ways that they could behave differently in future. I would like you to make an appointment with me, to address this matter positively.

Miss Imogen Woods
Headteacher

.....

I acknowledge receipt of a letter dated regarding my child
.....'s behaviour.

Parent signature

(Please return to school)

Breaktime and Lunchtime Procedures

During breaktime (10:45 – 11am), children in Y1 – Y6 will have access to the upper playground and lower playground. The climbing frame will be rotaed for one class to use each day. There will be no balls available during breaktime. Children in Reception class will have a snack break to ensure the walkway between the two playgrounds is kept clear for the rest of the school.

During lunchtime (12 – 1pm), children in YR – Y6 will have access to the upper playground. The lower playground will be the ball area. This will be rotaed for KS2. KS1 will have access to ball games during their afternoon break. Each class (Y3-Y6) will have their own ball – if this is lost, they can no longer play until a new ball has been acquired for them. Children not wishing to play ballgames or not rotaed for that day should avoid the lower playground. The climbing frame will be rotaed for one class to use each day. At the end of lunchtime, all classes line up on the playground. Children in Reception line up outside their classroom.

During lunchtimes, the Quiet Area and the KS2 Outside areas will be available for quiet activites. These will both have benches for the children to work quietly. Boxes containing pens, paper, books etc. can be used by the children. Each class will have a designated monitor to ensure resources are looked after and put away at the end of each session. They will carry out this duty while the rest of the class are lining up (after first bell).

In the event of heavy rain at break time or lunchtime, the children will not go outside. Adults on duty will monitor the children in classrooms as follows:

Wet Break time

Year R	TA with the class
Year 1 and Year 2	Teacher with both classes in one room
Year 3 and Year 4	TA with both classes in one room
Year 5 and Year 6	Teacher with both classes

Wet Lunchtime

Year R	Adult with the class
Year 1 and Year 2	Adult with both classes in one room
Year 3 and Year 4	Adult across both the lower KS2 classes
Year 5	Adult with the class
Year 6	Adult with the class

Children are not to use iPads or laptops. They are not to do/finish any academic work. Only adults are to use the interactive whiteboards.

Each class has a box of wetplay games to be used. Class teachers / TA's are to ensure their class has appropriate resources to use.

If the weather improves during break/lunch, children are to tidy up and go outside as usual.

