



Behaviour Policy

Article 3 – The best interests of the child must be a top priority in all actions concerning children.

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Nova Primary School Governor Information	
Model Policy	No
Local Changes	
Customisation*	
Originally Adopted	Spring 2011
Last Review Date	Autumn 2018
Next Review Date	Autumn 2019
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
28.02.13	1	Addition of children’s rights	
May '14	11	Traffic lights uniformly across school	
Nov '14	4	Thrive principles	
	4	Running interventions – Lunchtime Club	
	5	Section on ELLI learning behaviour	
	7	Additional monitoring by AHT	
	9 & 10	Inclusion of lunchtime in flow chart	

Sept '16		School values; PLACE; Headteacher's award Stickers and other incentives; Golden Tickets; Pink Slips/Class Dojo points; use of SIMS; Lunchtime arrangements; behaviour duty; removal of word choice from orange and red slips	
September 17		Removal of Thrive and addition of attachment-friendly; growth mindset and flipping our lids, as explicit strategies; Amendments to Appendices D-F to outline new provision and arrangements for Rights Reflection; example of email that parent may receive to discuss inappropriate behaviour	
September 18		Changes in all areas in line with INSET training from Pivotal Education*	

At Nova Primary School, we have two golden rights:

- ✓ Everyone has the right to learn
- ✓ Everyone has the right to feel happy and safe

These are achieved by all stakeholders upholding our school values of **Trust, Friendship, Discovery and Success**.

This policy should be read in accordance with our Safeguarding, Exclusion & Anti-Bullying Policies

1 Aims

At Nova Primary, we have a positive approach to behaviour, underpinned by the Pivotal Education* pillars of practice. These are:

1. Consistent, calm adult behaviour
2. First attention for best conduct (recognition for those who go *above and beyond*)
3. Relentless routines (to promote consistency)
4. Scripting any difficult interventions
5. Restorative follow-up conversations (if a behavioural intervention has been necessary)

2 Our Ethos

All stakeholders help children behave well by:

- ✓ Commitment to building positive relationships with children, greeting them with a smile and showing an interest
- ✓ Communicating with children with clarity and positivity
- ✓ Seeking to find the underlying causes for the behaviour so that we can support the child effectively
- ✓ Supporting children in how to reflect upon their behaviour when things go wrong
- ✓ Teaching children strategies to cope with setbacks through regular high-quality PSHE
- ✓ Encouraging and appreciating children's efforts
- ✓ Recognising effort towards 'personal best'
- ✓ By having collective 30 day behaviour pledges involving all staff

Governors and leaders will support staff by:

- ✓ Modelling outstanding behaviour management
- ✓ Providing high-quality CPD that promotes good behaviour
- ✓ Overseeing and implementing rigorous systems that monitor behaviour
- ✓ Facilitating bespoke support for adults and children
- ✓ Delivering engaging and meaningful assemblies
- ✓ Celebrating the individual and collective successes in implementing this policy

Classroom practitioners will:

- ✓ Set clear and high expectations for behaviour for all parts of the school day
- ✓ Write class charters with children relating to school values and golden rights
- ✓ Use class recognition boards to celebrate those children that go 'above and beyond'
- ✓ Teaching the children about nine key aspects of learning behaviour, though an adaptation on the ELLI model characteristics. Giving each skill an 'animal' to identify with:
 - The Chameleon- who learns and changes over time
 - The Cat- who is curious to get beneath the surface and find out more
 - The Spider- who finds meaning and makes connections
 - The Unicorn- who is creative, playful, imaginative and intuitive
 - The Bee- who learns with and from others, as well as alone
 - The Owl- who plans and manages the learning process
 - The Tortoise- who relishes challenge and perseveres
 - The Dolphin- who is able to manage their feelings and show empathy with others
 - The Meerkat – who is playful, active and makes learning fun

3 Recognition and appreciation

These positive tools are the key to the success of this policy:

- ✓ Consistent use of appreciation for going 'Above and Beyond'
- ✓ Class recognition boards to recognise children going 'above and beyond' and to encourage collaboration and effort towards shared goals
- ✓ Positive verbal feedback e.g. telephone calls home to family members and verbal praise in public
- ✓ Written feedback to celebrate great learning behaviour e.g. postcards home, positive comments in books, tweets to share success with school community
- ✓ Weekly Nova Star awards to be given in Celebration Assembly.
- ✓ Termly 'Above and Beyond' awards displayed in school entrance

4 Restoration

At times, children may struggle to uphold our values and golden rights. When this occurs, we implement the following strategies:

- ✓ Use of short, private conversation in class with children to offer support
- ✓ Follow up discussions with an involved adult which may be restorative in nature
- ✓ Implementation of appropriate consequences (e.g. a period of time with an additional adult to discuss incidents, unpick problems or complete work)
- ✓ Involvement of a senior leader when behaviour is unsafe or disruptive towards learning
- ✓ Communication with parents when deemed needed by a teacher or senior leader

- ✓ If pupils are displaying behaviour that puts their safety or others at risk, the school may be left with no alternative to use a period of fixed term exclusion. Wherever possible, this will be followed by a programme of reintegration.
- ✓ The school provides a soothing safe space for children experiencing dysregulation that may impact on their behaviour

5 Monitoring and Evaluation

The Senior Leadership Team will monitor this policy each seasonal term and report to Governors and staff on its progress and effectiveness.

A behaviour team, consisting of Head teacher, Deputy Head teacher, Assistant Head teacher and Learning Mentor, will meet weekly to discuss day to day impact of the policy and ensure key actions are carried out effectively. Staff will be updated where necessary. SIMSs will be used to analyse trends and enable swift support and intervention.

This policy applies to all children in school. For some children the policy is adapted in order to include and succeed in teaching good behaviour.

*Pivotal Education are an education training provider specialising in behaviour management