



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	July 2020
Next Review Date	November 2020
* 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*	
September 19	Section 4	Changes to define behaviours & consequences more clearly Removal of 30 day pledges Addition of Team Teach Addition of appendixes	
May 2020	Addendum 1	Additional section to outline procedures for challenging behaviour needed to ensure social distancing and wellbeing due to Coronavirus outbreak and reopening of school to some children.	
July 2020	Addendum 1	Additional section to outline procedures for challenging behaviour needed to ensure safety and wellbeing due to Coronavirus outbreak and reopening of school to all children.	
September 2020	Addendum section 2	Consequences changed to include lunchtime restoration. Added reviewed child friendly poster.	

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, Positive Handling & Anti-Bullying Policies

1 Aims

At Nova Primary, we have a positive approach to behaviour, underpinned by the Pivotal Education¹ pillars of practice. We use this approach with the aim of children demonstrating behaviour that is ready, respectful and safe towards all.

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, including identifying any additional needs, so that we can support the child effectively
- ✓ Supporting all 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'

Governors and leaders will support staff by:

- ✓ Modelling outstanding behaviour management
- ✓ Providing high-quality CPD that promotes good behaviour

¹ Pivotal Education are an education training provider specialising in behaviour management

- ✓ 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'
- ✓ Teach 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
- ✓ Follow the behaviour policy steps consistently when managing behaviour
- ✓ Adapt the behaviour policy steps when needed for children with additional needs

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
- ✓ Senior Leadership 'Hot Chocolate' Friday for Nova Star winners

4 Consequences and Restoration

At times, children may struggle to uphold our values and golden rights. This might be presented in a varieties of ways:

- Distracting others from their learning

Take up time	Reminder from adult of expected behaviour with a wink or a nod.	
Step 1	Mini-chat: A scripted conversation ² of 30 seconds and a reminder about the task and an offer of help.	
Step 2	Five-minute check-in following Step 1 and praise correct behaviour or Further Scripted Behaviour Intervention ³ with sanction explained: 10 minutes out of class for KS1 children in paired class with work 15 minutes out of class for KS2 children in paired class with work This will be followed up with a scripted restorative conversation* with adult on return to class	
Step 3	If behaviour continues to break class and school rules on the child's return, child goes to paired class for remainder of the session (am/pm) and attends supervised lunchtime restoration* session. This will be followed up with a scripted restorative conversation* with adult at the end of lunchtime restoration. Parents/Carers will be informed if their child reaches this step.	
Step 4	If step 3 is reached 3x in a week, the senior leadership team will intervene, a new Positive Behaviour Passport will be implemented in a meeting with parents/carers and class teacher.	

- Inappropriately responding to adults
- Repeated defiance and refusal
- Shouting out
- Disrespectful body language

When this occurs, we implement the following strategies:

² See appendix 1

³ See appendix 2

Some behaviours are more serious such as:

- Physical violence: hitting, spitting, kicking or any other aggressive behaviour towards other children or adults
- Abusive and offensive language towards other children or adults
- Throwing objects which may compromise the safety of children or adults
- Repeated defiance/refusal to move/refusal to follow sanctions from adults
- Leaving the classroom/school/school grounds
- Serious/deliberate disruption of lessons that stops teaching and learning or causes the class to be evacuated

These sorts of behaviours will lead to an immediate stage 3. If pupils are displaying behaviour that puts their safety or others' at risk, the school may be left with no alternative but to use a period of fixed term exclusion. (See exclusion policy) Wherever possible, this will be followed by a programme of reintegration.

Several members of staff are Team Teach⁴ trained so that they can safely physically intervene in situations where a child's or member of staff's safety is at risk. De-escalation strategies will be used firstly and staff will only intervene physically when it is reasonable, necessary and proportionate. All Team Teach incidents will be recorded and signed in a bound book. Parents will be notified when physical intervention has been necessary to keep their child safe. See Positive Handling Policy for further information.

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, Inclusion Lead and Lead Learning Mentor, will monitor the impact of the policy and ensure key actions are carried out effectively through a rigorous behaviour tracking system. Staff will be updated where necessary.

This policy applies to all children in school. For children with additional needs, the policy may be adapted in order to be inclusive and support the success of teaching good behaviour.

⁴ Team Teach are an education training provider specialising in behaviour management with the aim to safeguard people and services whilst helping to reduce risk, restraint and restriction.

Appendix 1: Scripted conversations

Script 1:

I've noticed that....*you are finding it difficult to get started today*

It is a rule that.... *you must complete your learning tasks in our lessons*

Do you remember when....*you solved that really great Maths problem last Tuesday?*

I need to see....*that great learning behaviour from you now. I'm happy to help you if you need it.*

Thank you.

Script 2:

I've noticed that....*you are still finding it difficult to get started after help.*

It is a rule that.... *you must complete your learning tasks in our lessons*

You will need to spend 10 minutes in our partner class so that you can come back ready to learn.

Do you remember when....*you refocused last week?*

I need to see....*that great learner when you come back.*

Thank you.

Appendix 2: Restorative Conversation Key Questions

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) How did this make people feel?
- 5) Who has been affected and how?
- 6) What should we do to put things right?
- 7) How can we do things differently in the future?

Addendum 1- September 2020

This addendum is designed to be a temporary guide to dealing with challenging behaviour when children return to school in September, following the Coronavirus outbreak. Children and adult's safety is of the most paramount importance meaning that this policy must reflect the need for social distancing and stringent hygiene.

The principles of the main policy remain unchanged; Nova still places recognition and appreciation as key strategies for encouraging positive and responsible behaviour and the usual strategies such as postcards, recognition boards, verbal praise will be used to support the key expectations. However, consequences for negative behaviour will need to be altered to ensure the safety of all.

Below are a set of procedures to support staff should children place the safety and wellbeing of others at risk.

1. Key Expectations

1a. Children who are deemed mature enough to understand social distancing rules should do so at all times under the direction of the Leadership Team and the key adults caring for them throughout the day. This includes:

- Keeping to their year group bubbles
- Following adult instructions to move around the school using the 2 metre markers and corridor dividers as a guide to reduce congestion
- Entering and leaving the building with continued attention to safe movement around the school
- Only using allocated spaces and toilets as instructed for their year group
- Sitting in allocated spaces in classroom
- Sitting in the correct section of the dining hall when eating lunch
- Observe arrangements for playtimes and lunchtimes outside

1b. Children who are deemed mature enough to understand the hygiene measures put in place to reduce the risk of infection should do so at all times of under the direction of the Leadership Team and the key adults caring for them throughout the day. This includes:

- Not coughing or spitting at another person under any circumstances
- Use the 'Catch it, bin it, kill it' method
- Frequent hand washing and use of hand sanitiser
- When washing hands, do so for 20 seconds
- Use hand sanitiser on entry to and exit from school
- Not to share stationery and personal resources including water bottles or packed lunch items
- Not to bring unnecessary items to school and limit to water bottle, packed lunch, book bag/bag, mobile phone if permission granted to walk home alone in Year 5 and 6.

2. Consequences of Ignoring the Key Expectations

The following consequences differ from the main policy. They are designed to ensure children receive clear messages and guidance about behaviour, social distancing and hygiene, with the chance to change their choices, with consequences for repeated behaviours that do not put themselves or others at reach.

Step	Consequence
Step 1- child breaks social distancing/ hygiene rule (or aspect of existing policy)	Mini-chat and reminder of expectations
Step 2- child continues to break rules and act on previous reminders	5-10 minutes 'time- in' on allocated table plus reminder of expectations and restorative conversation at the end of timer
Step 3- child refuse to reflect upon behaviours and meet required expectations	5-10 minutes 'time- out' in partner year group class on a designated table, reminder of expectations and restorative conversation on the child's return to class.
Step 4- Child is unwilling to change behaviour in the classroom despite previous steps	<p>If behaviour continues to break class and school rules on the child's return, child goes to paired class for remainder of the session and attends supervised lunchtime restoration session instead of their outdoor play slot. The child will have a conversation with a member of the leadership team or Lead learning mentor. The class teacher will speak to the child's parent at the end of the day. This will be recorded on our behaviour monitoring system.</p> <p>Y1 12.30-12.50 in Y1 classroom for 10mins Y2 12.05 – 12.25 in Y2 classroom for 10mins Y3 12.20-12.40 in Y3 intervention room Y4 12.20-12.40 in AM's office Y5 12.55-1.15 in Y3 intervention room Y6 1.10-1.30 in AM's office</p> <p>This will be followed up with a scripted restorative conversation* with adult at the end of lunchtime restoration.</p>

In the event that a child consistently refuses to adhere to our high expectations in line with our behaviour policy and its addendum, we will take the necessary next steps which may include an internal exclusion or as a last resort, a fixed term external exclusion.

3. Other considerations








3a) Use of Team Teach positive handling will not be used as an immediate response. If a child becomes dysregulated the key strategy will be to remove all children and additional adults and

attempt verbal de-escalation strategies. Assistance should be sought from a trained Team Teach member of staff to safely hold the child should this be necessary. These incidents will be recorded in the usual way using the Team Teach book.

3b) It is imperative that staff instil responsibility and common sense with regards to social distancing and hygiene, but this must be done without causing distress or anxiety which may discourage the child from attending or engaging with planned activities. Children's wellbeing is crucial and a balance should be found between safety and the encouragement of good mental health.

3c) The school recognises that many children face ongoing and potentially new SEMH issues that could impact on their behaviour. The school will continue to provide support through appropriate interventions as needed, albeit with application of social distancing measures.

4. Child friendly poster

Take up time	Reminder	
Step 1	<p>Mini-chat & offer of help</p> <p><i>"I've noticed that.....</i> <i>It's a rule that.....</i> <i>Do you remember when....</i> <i>I need to see.....</i> <i>Thank you."</i></p>	
Step 2	<p>Check in after 5 minutes...</p> <p>Success or sanction</p> <p>5-10 minutes 'time-in' on table in classroom</p> <p><i>*Restorative conversation with adult*</i></p>	 
Step 3	<p>If behaviour continues...</p> <p>5-10 minutes time-out in partner class</p> <p><i>*Restorative conversation with adult when return to class*</i></p>	 <p>PARTNER CLASS</p>
Step 4	<p>If behaviour continues....</p> <p>Partner class for the remainder of the session</p> <p>Attend lunchtime reflection session</p> <p>Parents/Carers informed</p> <p><i>*Restorative conversation with adult at end of lunchtime session*</i></p>	 
If pattern of behaviour continues over several days...	<p>If step 4 3x in a week...</p> <p>Meeting with teacher, parents/carers and school leader</p> <p>Positive Behaviour Pupil Passport with targets</p>	