



Nether Stowey CE VC Primary School

Behaviour/ Positive Relationships Policy 2024- 25

Approved on behalf on the Governing Body:

(Chair of Governors)

Approved on behalf on the School:

(Head Teacher)

Our vision



**Nether Stowey Church of England Primary School
inspires a love of learning in all of us with
Christian values at our heart.**

**Our school community is a safe, caring friendly place where
everyone is welcome.**

**We give all children and staff the opportunity and encouragement
to aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school,
our community and the world we live in.**

Nether Stowey Church of England Primary School values are:

Thankfulness, Fellowship, Endurance, Peace, Trust & Charity

We are caring. We are active. We are, our best

Principles, aims ethos and values

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important and everyone has the right to feel safe at all times. We have 3 simple rules which are:

Be Ready, Be Respectful and Be Safe

These can be applied to a variety of situations and are taught and modelled explicitly.

In practice this means that:

Ready: We are ready to listen, ready to learn, ready for new challenges. We show each other how we are ready everyday.

Respectful: We are respectful to everyone we meet in school. We use kind words and welcome everyone. We listen to other's opinions and share ours in a safe way.

Safe: We are safe and keep each other safe. We have kind hands, feet and words. We think about where we are and make smart choices with our actions. Being safe is both on and offline.

Objectives

- To promote good behaviour and discipline;
- To promote self-esteem, self-discipline, equality, proper regard for authority and positive relationships based on mutual respect;
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability;
- To encourage consistency of response to both positive and negative behaviour;
- To promote early intervention and to involve outside agencies where appropriate;
- To provide a safe environment free from disruption, violence, bullying and any form of harassment and to promote such values in the wider community – See Appendix 1 for the Anti-Bullying Statement;
- To encourage a positive relationship with parents/carers;
- To provide opportunities for pupils to contribute to the evaluation and review of the Behaviour Policy of the school.

Positive Behaviour Management

We believe that good behaviour is a choice and that we can support all of our children to make the right choices with their behaviour. We do this through a wide variety of positive behaviour management approaches, underpinned by restorative justice principles and practices – See Appendix 2.

We use positive incentives to help children understand that their actions have reactions (both positive and negative) and where necessary we apply consistent consequences to support children in making positive choices. When required we develop and implement individually tailored behaviour care plans to ensure all of our children are equipped with the skills they need to make the right choices and to support adults around the school to remain consistent.

We actively ‘teach’ appropriate behaviour in all situations. This is modelled to the children at all times by the ways adults interact with children and with each other. We never use harsh criticism or consequences which are psychologically or physically harmful. We aim to be calm and consistent at all times in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster.

When conflicts emerge we take the time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict.

Attitudes for Learning

The required Attitudes for Learning are simply stated as being ready to learn and require each pupil to take personal responsibility for their behaviour. Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development which will be covered through the curriculum as well as in the values assemblies, lessons and our behaviour system.

Being ready to learn means:

- Coming to school with a positive attitude;
- Arriving on time;
- Being properly equipped;
- Performing to the best of your ability;
- Being calm and attentive.

Taking personal responsibility for behaviour means:

- Respecting the right of others to learn; their opinions, personality, privacy and property;

- Following the Nether Stowey Primary School uniform policy;
- Moving around the school in a quiet and orderly manner, keeping to the left at all times in school corridors;
- Seeking support/guidance from an appropriate adult if needed;
- Caring for the environment in and around school;
- Behaving appropriately whilst in school uniform to uphold the school's outstanding reputation and status.

Role and Responsibilities

The Local Governing Body of Nether Stowey Primary School will establish, in consultation with the Headteacher, Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

Staff Responsibilities

All staff at Nether Stowey Primary School, all staff are responsible for ensuring that the Behaviour Policy and the procedures contained within it, are applied consistently and fairly. It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative justice framework and practices. The specific behaviour management roles of teachers are described in their job descriptions and includes specifically addressing all forms of bullying including name calling etc. All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

Staff have responsibilities to:

- Speak and treat all pupils with respect;
- Help and encourage all pupils to achieve high standards;
- Provide a challenging, interesting and worthwhile curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and negative consequences clearly and consistently;
- Be a good role model;
- Form positive relationships with pupils and parents;
- Recognise and value the strengths of all children;
- Communicate effectively by using a variety of tones and voices, always avoiding shouting.

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image. Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference.

Active listening is about giving full attention to the speaker in a nondirective, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy. Genuineness conveys to the other party that you are being honest and that you are trustworthy. You have to feel what you say as well as mean it.

Parent/Carer Responsibilities

The behaviour of children both inside and out of school remains the responsibility of the parents/carers of the individual. Parents/carers should be aware that teachers have a statutory power to discipline children for misbehaving outside of the school premises and to act upon incidents witnessed by a member of staff or reported to the school.

Behaviour to and from school

The school's normal disciplinary procedures apply to pupils travelling to and from the school premises in school uniform.

Behaviour on school trips

The school's normal disciplinary procedures apply to school trips.

Playtimes and lunchtimes

To help keep procedures consistent for the children the same behaviour system operates both in class and on the playground. We offer forest school provision to support children who find unstructured lunchtimes a challenge.

Rewards and Consequences

At Nether Stowey we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences or rewards:

- Non-verbal rewards such as a smile or body language;
- Praise (genuine, specific);
- Showing work or achievements to other pupils, other teachers;
- Headteacher's award for exceptional learning;
- Displaying / showing of work in assembly ;
- Housepoints;
- Certificates for completing housepoint milestones (bronze 50, silver 100, gold 150);
- Stickers;
- Any adult observing a child acting in a thoughtful, kind, generous, or caring way can request a positive letter home for the child's parents from the teacher;
- During Friday's celebratory assembly, the adults in each class nominate a pupil of the week for a certificate;
- Golden table for positive lunch time behaviour (this was made in consultation with the children)

Recognition of the good behaviour and upholding values by receiving 'Tea with the Head' invite; We believe that it is essential that all pupils are able to receive positive encouragement and have a fair chance to receive the positive consequences. The application of rewards needs to be consistent and fair and will be reviewed regularly at staff meetings and team meetings.

Sanctions

Sometimes it is necessary to discourage pupils from making poor behaviour choices and at Nether Stowey School we do this through a system of logical consequences or sanctions. It is very important that these are used fairly and consistently and with regard to the following underlying principles:

- Negative consequences should never be psychologically or physically harmful;
- Consequences should be presented as a choice;
- Reference to consequences should be in a matter of fact voice (not through adult anger);
- Pupils and parents should be informed of the hierarchy of consequences and the recording system;
- If a sanction is used pupils should be able to start afresh as quickly as possible;
- It is always made clear that it is the behaviour that is the problem and not the child.

Consequences should be used in the following tired order (always starting as low down the list as possible):

Reminder → Warning → Timeout → Follow-up - Repair and Restore

- Low level intervention strategies;
- Withdrawal of adult attention (e.g. deliberate ignoring of attention seeking behaviour);
- Proximal praise;
- Eye contact – reinforcing ‘the look’ to indicate inappropriate behaviour is unacceptable;
- Non verbal clues, e.g. shake of the head;
- Verbal recognition of inappropriate behaviour;
- Warning;
- Name on the board/move name onto a visual reminder;
- Partial loss of playtime (for reflection and restorative discussion)
- Further continued behaviour – to another class for a specified time (The sand-timer may be taken so the pupil knows when to return.);
- To Deputy Headteacher;
- To Headteacher.

Where behaviour is giving cause for concern parents should be involved and will probably be invited in at the last two stages.

Serious Incidents

In addition to this hierarchy of consequences there needs to be a severe clause to be invoked for the following:

- Persistent disruption of lesson, which prevents the learning of others;
- Swearing or rudeness to staff;
- Bullying, including homophobic bullying;
- Racist behaviour;
- Deliberate damage to property;
- Persistent refusal to co-operate with reasonable requests;
- Actual or threatened violence to pupils or staff;
- Sexual misconduct;
- Supplying or use of illegal drugs;
- Carrying an offensive weapon.

In any of these instances, a senior member of staff should be involved and parents contacted. The incident should be recorded by the member of staff involved on the behaviour log. A meeting will be held with the parents. Such behaviour is regarded very seriously and will not be tolerated at Nether Stowey Primary School. The consequences of these serious incidents could result in an internal isolation or exclusion from Nether Stowey Primary School for a fixed term or potentially permanent. The parents/carers of the pupil will then be required to attend a formal ‘Way Forward’ meeting with a senior member of staff and the class teacher during which the most appropriate support will be discussed/arranged.

Respond to incidents of child-on-child abuse harm.

All staff should recognise that children can abuse their peers (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child’s safeguarding/child protection file. It is recognised that peer on peer abuse can happen inside and outside of school or online.

At Nether Stowey C of E VC Primary School

- We have a ‘zero tolerance’ approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as ‘banter,’ just having a laugh’ or ‘part of growing up.’ Banter and teasing can and should be acknowledged and recognised as

- bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
 - It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
 - Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.

Training

The Local Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management are provided to support the implementation of this policy.

Monitoring and Evaluation

The Behaviour Policy of Nether Stowey Primary School is evaluated and reviewed on an annual basis, and the whole policy and any amendments are agreed by the Curriculum Committee.

Appendix 1

Anti-bullying Statement

We define bullying as all forms of physical aggression and verbal abuse. It is recognised that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

Bullying is:

- deliberately hurtful
- sustained over a period of time
- difficult for victims to defend themselves against

Bullying can be:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading stories, exclusion from social groups

We aim, as a school, to promote a safe and secure environment for adults and children where all can work and learn without anxiety. Pupils should be encouraged not to suffer in silence. We aim to create a culture in which pupils feel safe and supported if they tell. All incidents of bullying should be reported as soon as possible to a member of staff. Pupils should be encouraged to tell someone if they think someone else is being bullied.

When bullying is reported the school will;

- speak to all those involved to establish the facts
- adopt a problem solving approach
- inform parents of victims and bullies
- follow up repeatedly, checking that bullying has not resumed
- ask for help from agencies such as the NSPCC or police if the problem is persistent or difficult to sort out

Bullying will be regularly addressed through assemblies and the circle time sessions in all classes.

Appendix 2

Restorative Justice Principles

- How we treat people in school
- Children need to feel they are treated fairly
- Based on modelling behaviours and what children experience
- Teaching sensitiveness, understanding and ways of behaving
- Development of social skills is paramount!
- Development depends on positive relationships in school – the heart of all learning!
- Talking through what could be done differently
- Changes the way a child thinks
- Helps children to understand how behaviour affects others