

North Curry C of E Primary School

Behaviour and SEMH Policy



Signed by:

Headteacher
Chair of governors

Date: _____
Date: _____

Review date: September 2024

Intent

At North Curry CE Primary School:

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Koinonia, Kindness, Respect, Joy, Hope and Happiness.



RATIONALE

We aim to create an inclusive culture where children can grow socially, physically, emotionally, academically and spiritually in order to fulfil their potential with a sense of dignity and self-respect. As a school we seek to remove any factor that might hinder the child's basic entitlement to fulfilment. Therefore we have a strong and clear anti-bullying policy which aims to combat all forms of negative discrimination.

All pupils should be able to learn in a safe and welcoming environment which promotes positive mental health built on an ethos of setting high expectations of attainment and behaviour with consistently applied support.

We believe that good behaviour and self-discipline are fundamental in creating the right atmosphere for learning to take place. It is expected that staff will promote a positive

atmosphere within their classroom through praising and giving rewards in order to recognise good behaviour, rather than focusing on the negative. Children are encouraged to make the right behaviour choices by staff. Staff should lead by example when talking with children and encourage politeness and respect at all times.

AIMS

- To create confident and resilient children
- To enable children to acquire a set of values on which to base their own behaviour
- To be tolerant, respectful and appreciative of others and their property
- To accept the responsibilities which the membership of any community implies
- To have a shared consistent approach
- To ensure a graduated response when managing behaviour
- To recognise and identify acceptable/unacceptable behaviour
- To ensure all staff ensure their responsibilities

We believe that this policy ensures that each member of our school community (children and staff) should achieve a positive self-image and heightened self-esteem.

At North Curry C of E Primary School we believe that communication is a basic human right and underpins a child's learning. We use a wide range of communication tools including: speech, facial expressions, objects of reference, photographs, signing and symbols to ensure that all children are given an inclusive and consistent approach to their learning.

PROMOTING POSITIVE BEHAVIOUR MANAGEMENT

Our **GOLDEN RULES** state that we want everyone at North Curry Primary School to:

1. Love learning: Work hard and always do your best!
2. Love each other: Be kind, considerate and respectful!
3. Love life itself: Be happy, safe and have fun!

These are our school rules against which the behaviour of everyone in our school is considered.

Pupils and parents/carers are encouraged to be aware not only of their own needs but also those of others. We aim to develop values of **respect, tolerance, self-control** and a **sense of responsibility**.

As a Church of England Primary School, these values will be promoted through our RE/PSHE teaching to support our behaviour management process and underpin the day to day teaching and learning in every classroom.

These important values can only develop in an atmosphere of support and understanding. It is the duty of all staff and parents to promote this atmosphere and to lead by example. Within this caring atmosphere discipline is firm, fair and sympathetic.

To achieve this aim, adults are encouraged to promote positive behaviour management strategies by using the **Assertive Discipline Philosophy** whenever possible.

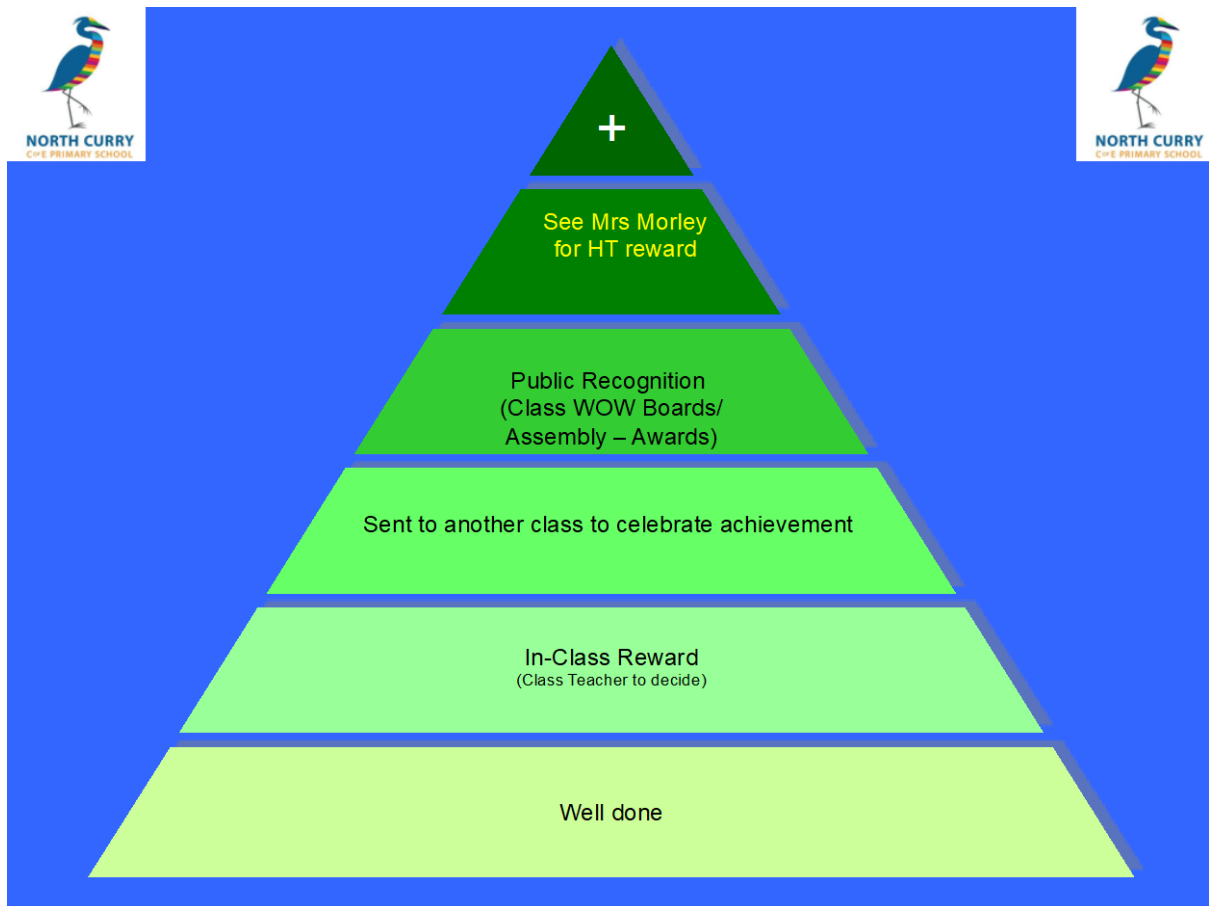
POSITIVE BEHAVIOUR MANAGEMENT

The basic philosophy behind Assertive Discipline

- To create and maintain the kind of classroom where you can effectively teach and your pupils can learn and grow academically and socially.
- To become an assertive teacher – an empowered teacher, a teacher of influence.
- To establish rules and specific directions that clearly define the limits of acceptable and unacceptable pupil behaviour in line with the school's golden rules.
- To teach pupils to consistently follow these rules and directions (to choose to behave responsibly) throughout the school day in their classrooms and outside spaces.
- To provide pupils with consistent positive encouragement and recognition when they exhibit model behaviour within their classrooms and outside spaces.
- If consistently used, positive recognition can:

- Encourage your pupils to behave appropriately.
- Increase your pupils' self-esteem.
- Dramatically reduce behaviour problems.
- Create a positive classroom climate for you and your pupils.
- Help you to teach behaviour and establish POSITIVE RELATIONSHIPS with your pupils.

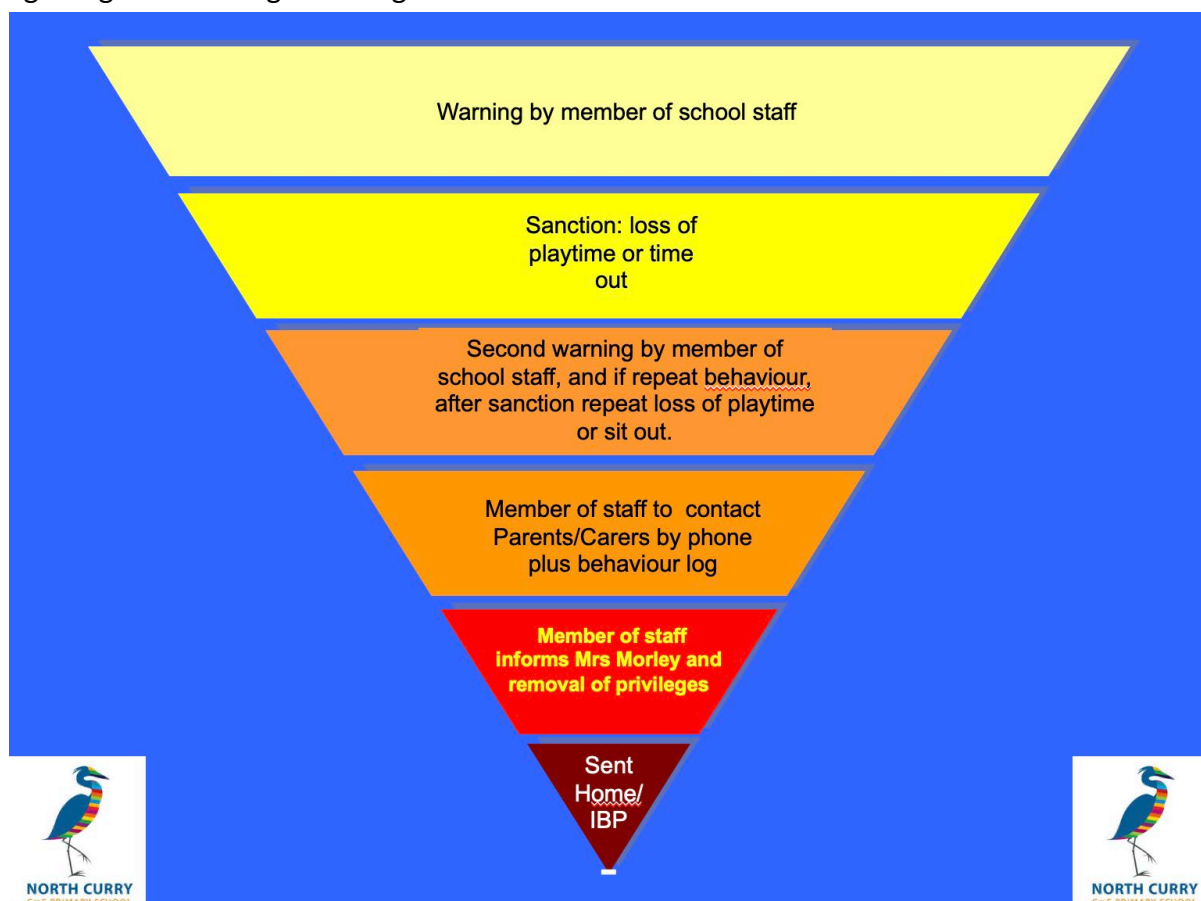
The main focus of our behaviour management is to praise positive actions by catching the children doing the right thing and rewarding and celebrating their good behaviour. Rewards take the form of verbal praise, house points, class treats, messages to parents. (see the positive section of the behaviour pyramid)



Each class teacher will work with the children in their class to embed understanding of the rules. This will outline the sorts of behaviours they want to see in their classroom in order to develop respect, tolerance, self-control and a sense of responsibility in the classroom and in the outside spaces, which will allow everyone to be able to learn, be safe and happy.

GRADUATED DISCIPLINE POLICY

Inevitably, there are times when pupils display inappropriate or unacceptable behaviour. The following outlines the stages of sanctions imposed when a child displays such behaviours. It is our policy that every opportunity should be given for the child to turn their behaviour around and choose to do the right thing. If there is serious misconduct, a pupil may miss stages e.g. move straight to Stage Two.



Stage One:

Day to day behaviour management by all adults (yellow and orange section of behaviour pyramid)

- Verbal warnings.
- If verbal warnings are ignored, playtimes may be missed (if it relates to unacceptable playground behaviour) or the child may have to sit out of an activity (if it relates to inappropriate classroom behaviour)
- Repeated negative behaviour will result in a second warning by the class teacher and a repetition of the sanction/sitting out of an activity.
- Repeated inappropriate behaviour on this day will result in parents being informed by the class teacher via e-mail or phone message and behaviour log being recorded.
- If negative behaviour persists it will move to Stage Two

Stage Two: Head teacher Intervention (red section of behaviour pyramid)

- Member of staff informs Mrs Morley.
- Head teacher will record serious behaviour using Bromcom.
- At Head Teacher's and Senior Managers' discretion privileges are removed from the child.
- If there is no improvement in the child's behaviour then the Head teacher will determine whether it is safe for the child to remain in class at this point if they are putting others at risk. If it is deemed that it is not safe for the child to remain in class then they will be sent to the Yellow Room or other designated area as determined by the head teacher.

Stage Three: Exclusion (see separate Exclusion policy)

- Parents informed by official letter (as set out by the LA exclusions process).

EXCLUSION PROCESS

This school follows all guidance relating to the exclusion process as set down by the DfE Exclusion Guidance.

USE OF PHYSICAL INTERVENTION

Staff should not use physical force of any kind when dealing with poor or bad behaviour.

A few exceptions do exist however and the following list is taken directly from Section 550A of the Education Act 1996.

Full details of this can be found in our Health and Safety Policy, including where and when it can be used and what types of restraint can be used, together with mandatory reporting requirements after the event.

In summary, reasonable force may be used by authorised staff "to prevent a pupil from doing or continuing to do, any of the following":

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

PUPILS WITH SOCIAL, EMOTIONAL, BEHAVIOURAL AND COMMUNICATION NEEDS

We acknowledge that there are some children who have emotional and behavioural problems which make it very difficult to integrate into the general life of the school, including its normal rules and routines.

The following is a plan of action to support adults and children when the usual behaviour management strategies have failed and the unacceptable behaviour of an individual is disrupting the education and wellbeing of the majority in the school or in class.

1. The Head teacher is made aware of situations in which the child is causing disruptions.
2. The matter is then discussed with the relevant staff including SMT and SENDCo as soon as possible.
3. Discussions will then take place as to how this behavioural problem can be managed and what review procedures are necessary, involving parents at every stage. It may be necessary for the child to be removed from the class and sent home in the best interests of the safety of all concerned.
4. The point at which children will be re-integrated into the normal school routines will be dependent on the review process, progress and agreement between Head Teacher, SENDCo, Class teacher, ELSA, parents/carers, pupil and Support Services.

Please also refer to our Social, Emotional and Mental Health (SEMH) Policy for further guidance and support.