



# Behaviour Policy

## **Rationale**

At Netherhall St James Infant and Nursery School our aim is to ensure that the school environment for teaching and learning is safe, secure and free from disruption. We strive to ensure that all children feel supported, valued and are treated with respect. Our core values of – Respect, Compassion, Trust and Love are fundamental in promoting positive behaviour. Our school discipline procedures are positive, fair, supportive and consistent.

## **Purpose**

- To ensure that children work, play and learn in a friendly and supportive environment where lessons are not disrupted by others
- To ensure our school maintains a positive approach to discipline, which is fair and consistent
- To ensure that staff receive appropriate training and support with regard to school policy and procedures
- To ensure the safety and wellbeing of children and staff
- To inform parents about procedures, expectations and support

## **Guidelines**

- As a THRIVE all staff have been trained in the THRIVE approach. This means that all staff have adopted a consistent approach toward behaviour management that encourages positive behaviour from all children whilst supporting and nurturing their emotional wellbeing.
- All classes to have a regular Thrive profile and action plans to help build positive relationships within each individual class.
- Where appropriate pupils to have individual Thrive profiles to help build positive school experience and overcome the barriers to learning.
- All staff will use positive language which is firmly linked with our Thrive approach and will encompass the schools core values.
- Teachers will ensure the school reward system is operated consistently.
- Children will be acknowledged and rewarded for their achievement both academically and for making positive behaviour choices. This will take place during all aspects of the school day including assembly times, play and lunchtimes and at any point as the children move around school. If a child is noticed making positive behavior choices this may also be shared with parents either at the beginning or end of the school day or via a phone call home. Our weekly Celebration Assembly also recognises one child from each class who has achieved something special or been noticed to be displaying positive behaviour choices including those that reflect our school core values of Love, Trust, Respect and Compassion.
- Incidents of inappropriate behaviour will be dealt with staff within school. Children will be supported in identifying why their behaviour was inappropriate and supported via restorative practice, to reflect on their behaviour and be given the chance to 'put it right'. This may involve discussion with their teacher or a supported discussion with other children on which their behaviour may have impacted.
- Any continuing concerns about inappropriate behaviour will be shared with parents and other agencies if deemed appropriate.

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- In some cases, children who display reoccurring inappropriate behaviours may require additional adult support to help them to manage their feelings and understand how, why and when these behaviours occur. This additional support could include one of the following:
- Additional adult support during unstructured or 'tricky' times throughout the school day such as playtime.
- On occasions children may need to use the 'calm room' in school to self-regulate. At all times children will be observed and supported in making positive choices enabling them to return to class.
- Specific support from a THRIVE practitioner to support a child's emotional wellbeing, understanding of their own behavior and its impact on others. This will allow the child to explore the reasons for their behaviour and provide them with specific, individual strategies to help them to self-regulate their emotions and make the right choice with regards to their behavior.
- Targeted interventions within school to target a child's specific need that is impacting on their behaviour. For example, a child might take part in a social interaction group with other children to allow them to develop their social understand and build secure and appropriate friendships with their peers.
- The introduction of a pupil passport/MSP/positive handling plan for a child to outline any additional support that can be monitored over the school year. This allows any provision put in place for a child to be closely monitored to ensure it is effective and appropriate.
- Any serious incident of difficult behaviour which has required restraint or has resulted in someone being hurt must be reported and logged. (SLT/CPOMS)
- Staff are trained in de-escalation strategies and where necessary staff are Team Teach trained in positive handling responses.
- Significant poor behavior must be logged onto CPOMs by the teacher dealing with the incident and shared with all relevant staff
- Where necessary school will use individualised behaviour plans and positive handling plans

## Conclusion

The commitment of good behaviour and promoting and nurturing our pupils wellbeing is an integral part of every aspect of the school's life and work. Through our practice we aim to ensure that all the needs of each individual are met.

This report is reviewed and updated annually with involvement and input from the parents and carers of our pupils.

If at any point you would like to discuss the contents of this policy or have any questions or concerns regarding behavior in school, please make an appointment to discuss these with your child's class teacher, one of our learning mentors or a member of our Senior Leadership Team.

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