



## Ayios Nikolaos Behaviour Policy

Review Date: July 2022

Date of Next Review: July 2023

**Head Teacher: Mrs Sarah Baillie**

**SGC Chair: Lt Col A Parkinson**

### Introduction

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the ways we expect others around us to behave. For this reason it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school. Our behaviour strategy is aimed at improving outcomes for all pupils by promoting and supporting their engagement in education and developing a more positive focus on improving their personal, social and emotional development. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

This policy has been developed through a consultative process involving stakeholders. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually and comments will be regularly invited through parent surveys, the newsletter and meetings of the School Council, staff and governors.

### Aims

- for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- teach children behaviour that is appropriate to different situations
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

### Objectives

- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- reinforce good behaviour so that children feel good about themselves
- for all staff to focus on de-escalation and preventative strategies rather than reactive
- all staff know how to manage difficult or challenging behaviour, and to have an understanding of what challenging behaviour might be communicating
- prevent bullying

### Expected Behaviour

All groups within the school community have thought carefully about the behaviour we should expect of children in different situations in the school environment e.g. working in groups, on the playground, trips or other events.

### Roles, Rights and Responsibilities

In order to achieve our aims and objectives we recognise that different groups of people need to work together.

**The role of pupils:**

- discuss the school code and class rules within their class
- understand the consequences of not following the school rules and behaviour expectations
- vote for members of their class to represent them on School Council

**The role of teachers:**

- agreeing a classroom code of behaviour
- ensure the school code and class rules are understood and adhered in their class
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- arrive in class in time
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- inform parents about expected behaviour and seeking their support
- use proximal praise to reinforce expectations
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- liaise with external agencies, support teachers, parents and the headteacher as necessary to support and guide the interests of the child
- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENCo is set up.

**The role of the Learning Support Assistants:**

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards and relevant and proportionate when sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- being aware of procedures for giving directions about tasks and reinforcing them

**The role of parents and carers:**

- the school work collaboratively with parents that children receive consistent messages about how to behave at home and at school
- we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher.
- inform the school of any medical or social circumstance that might affect the behaviour of their child
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- inform the school of any concerns about their own child's behaviour
- support and co-operate with the school in implementing the behaviour policy
- respect the staff of the school and valuing their professional opinions
- promote positive attitudes towards school
- provide a good example of behaviour

## **Whole School Strategies**

### **Rewards:**

We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Golden Mention Rewards
- Each child will belong to a house. House points can be awarded throughout the week. Each time a child achieves 50 house points, a certificate will be awarded in the Friday celebration assembly. Four pupils in Year 6 who have displayed positive attitudes to school will be given the positions of House Captains.
- Rewards are given in accordance with individual support plans when necessary
- Visit to Senior Leaders

### **Sanctions:**

Unfortunately, there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

These steps outline the approach across the school:

- A blue 'think' card is placed in front of a child to indicate to them that their behaviour is unacceptable. The child is given 5 minutes 'take up time' to rectify the behaviour.  
  
The card is removed once the behaviour is meeting expectations.
- Should the behaviour continue, the child is given a yellow 'respect' card as a second warning. The child is then given up to 5 minutes 'take up time' to rectify the behaviour.  
  
The card is removed once behaviour is meeting expectations.
- Should the behaviour continue, the child is given a red 'restorative' card. As a result of this they will miss 5 minutes of their next break to talk through with an adult.

It is the class teacher's responsibility to inform parents/carers about any red 'restorative' cards they have implemented. If a child receives 3 red cards in a week, this will result in a meeting being set up with their parents, class teacher and a member of the leadership team or SENDco to discuss any additional support measures that may be required (e.g. a behaviour support plan). There is an option for the child to also receive an internal exclusion for a full or half day (age and incident dependent).

This may not be appropriate for some children with SEND or a SEMH plan and a separate programme will be in place.

### **Dealing with serious misconduct**

Serious misconduct, in or out of the classroom will be referred to the Headteacher.

Serious misconduct includes hurting other children, inappropriate language, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded on MyConcern and investigated by the SENDco and/or a member of the Senior Leadership Team. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one-off breaches or repeated breaches of the school rules may lead to a fixed term exclusion.

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans and drawn up and may follow different steps of interventions and sanctions.

### **Physical restraint/reasonable force**

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Defence Children Services; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parental permission may be sought in advance if deemed necessary

### Statement on the use of Physical Interventions

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Any occasions when reasonable force is used will be recorded.

The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

### **Fixed-term and Permanent Exclusions**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, the parents will be informed immediately giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents both verbally and by letter that they can, if they wish, appeal against the decision. MOD Policy outlined in 4.5 will be followed.

The Head Teacher informs the people outlined in MOD's Exclusions Policy, January 2017 about ALL exclusions.

For further information about process please see DCYP Policy Directive 3.2.9 – Exclusions Policy for MOD Schools.

### **Outside School**

Although children are not the responsibility of the school on the way to and from school, children are expected to maintain a polite, sensible and self-disciplined approach at all times. This expectation is made clear to the children.

Arrival at/Leaving school in the morning/end of day:

- Children should not arrive before 07.40
- All children in FS and KS1 must be accompanied to school by a parent or designated adult if not travelling on school transport.

- KS2 children travel to/from school unaccompanied after the parents have signed the agreed consent form
- Children cycling or scooting should ensure they ride the correct route safely and dismount at the school gate. Cycles/scooters should be parked responsibly – all children must wear a helmet.
- The school operates a policy by which any child identified as not arriving home within the agreed time frame, or not making responsible choices about their behaviour on the way home, will have the privilege of going home unaccompanied withdrawn. This will be done after 3 reported incidents and will involve the Head Teacher and the parents.

### **Monitoring**

- The Head Teacher monitors the effectiveness of this policy on a regular basis and also makes reports to the governing body on its effectiveness, if necessary, making recommendations for further improvements
- The school uses MyConcern to keep a record of behaviour concerns.
- The Head teacher keeps a record of any pupil who is internally, fixed term or permanently excluded
- This policy is reviewed annually.