



Nascot Wood Junior School

Behaviour Policy 2024

1.1 Vision, aims and values

Everything that we do and achieve at Nascot Wood Junior School is underpinned by our vision that *we are a community of learners, fostering and developing a life-long love of learning*. This vision is further reinforced by the school's aims and values:



1.2 The Behaviour principles

The three principles of behaviour have been agreed by the Staff and the Governing Body. They are that everyone should:



2.0 Behaviour culture

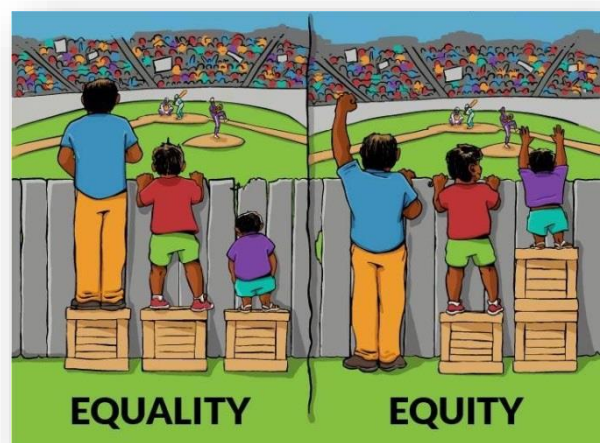
We value our partnership working with all stakeholders and therefore this policy has been written in collaboration with: pupils, parents, staff and governors and reflects our priorities when managing behaviour.

At Nascot Wood Junior School we have developed a culture of inclusion, high aspiration and excellence. Pupils are taught to value their education, including understanding its financial cost, make the most of the opportunities they are given and ensure that they contribute positively to the school community. As a result of this, pupils rarely miss a day of school. We make a clear and explicit link between their junior school education and their life chances, actively engaging pupils in considering their aims and ambitions for the future. Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education and for their adult life. Pupils are encouraged to develop confidence and to become self-assured learners, and this has a positive impact on their progress. The children are proud of their achievements and of this school.

The staff are here to enable children to develop excellent learning behaviours, social interaction skills and emotional literacy. We recognise that children have different areas of strength and development, and that we, in partnership with their parents, are responsible for their education in its entirety; their attainment, achievement and their social and emotional development. The children are self-disciplined and incidents of low level disruption are extremely rare. The children are encouraged to discuss and debate issues in a considered way, showing respect for others' ideas and points of view. They have regular access on request to members of the Senior Leadership Team, and are positively encouraged to meet with the Headteacher to share their views in a professional manner, and pose challenge to the systems in place that impact on their school life. These challenges are posed politely and appropriately and equip children with the skills necessary for later life.

Nascot Wood Junior School provides children with a positive and calm environment, where high standards of behaviour are expected. A well-managed, orderly school, in which rules are agreed and understood by the children, encouraging them to react in a positive, responsible and caring manner.

For those children who have a disability and/or a Special Educational Need, or are in a vulnerable group, we recognise that it will be necessary to make some reasonable adjustments, which reflect advice given by external professionals, when implementing our behaviour policy.



2.1 Promoting positive behaviour

Exemplary behaviour begins with the culture of the school that is outlined on Page 6. Children want to behave well, because they see the positive outcomes of that behaviour. Children will regularly challenge each other if they feel that any behaviour doesn't meet the school's expectation.

We are clear about our expectations to ensure that children understand how they are expected to behave, and we reinforce any good behaviour we see.

Partnership working with Parents/carers is pivotal to the development of positive behaviour, and we strive to contact Parents when their child has done particularly well, to ensure that this dialogue is as balanced as possible.

We recognise the importance of all staff providing children with positive role models of behaviour by:

- Working hard and always doing their best
- Listening to children and treating them fairly
- Treating children, parents and colleagues with courtesy and respect
- Working positively in partnership with parents

The behavioural expectations for the children are listed overleaf.

Behavioural expectations within school

Be courteous and polite to all members of the school

Walk around the school building

Keep the school tidy

Ask permission before leaving any classroom

Hold doors open for adults and other children

Be responsible and report incidents/concerns to your Class Teacher/Teaching Assistant

Listen to the adult in charge and follow adult instructions at all times

Wear smart and appropriate school uniform

Behavioural expectations on the playground/field

Ensure that you only use the areas that you are told to use

Follow adult instructions

Stop when you hear the whistle

Line up in silence

Keep the playground tidy and litter free

Take care of the playground equipment

Report breakages/damage to a member of staff

Be responsible and report incidents/concerns to the adults on duty

Walk away from trouble and tell an adult

Report accidents/medical issues to a member of staff immediately

Play safely and treat each other with kindness and consideration

Behavioural expectations outside of school

Be polite and courteous to members of the public

Be considerate when walking on the pathways

When wearing your school uniform, remember that you are an ambassador for the school

Consider how your behaviour may be perceived by members of the public/Parents and modify your behavior accordingly

Follow instructions from the adults in charge on school trips and behave as you would be expected to behave in school

2.2 Rewards

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups as appropriate by:

- Midday Supervisors
- Teaching Assistants
- Class teachers
- Class teachers
- Head of Upper/lower Key stage
- Deputy Headteacher
- Headteacher

Rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- House points, certificates for academic and non-academic achievement
- Headteacher award on work or as a sticker
- Trophies and Special Awards
- Placing value on achievements e.g. work shown to another class, name in
- Newsletter
- Special responsibilities e.g. head girl/head boy/head of house/peer mediator
- Child, group or class, singled out as a role model
- Weekly award of 'star of the week'/attendance at the 'golden tea party
- Special achievement postcard sent to parents

Gold Awards

These awards are given by the Headteacher at achievement assembly to pupils that have been reported to have had a significant achievement in the following areas:

Academic achievement

Respect and Friendship

Determination and overcoming adversity

Making a positive contribution to the lives of others

House System

The House system operates consistently throughout the School as follows:

- Classes are divided into 4 houses - mixed ability and behaviour
- Weekly house points are announced in achievement assembly
- Children will be awarded house points for academic and non-academic achievement. When house points have been awarded they should not be taken away
- Children may mark up their own individual points, under supervision. The heads of house will total up the points on a weekly basis
- The winning house will be read out in the weekly Celebration Assembly.

Headteacher's Achievement Award

This is our highest award and is given at the end of each term to one child who has made the most significant contribution to the life of the school. The recipient is awarded a silver cup, which they keep for a term.

3.0 Definition of Bullying

At our school, we define bullying as:

Emotionally or physically harmful behaviour which is:

- repetitive, willful or persistent;
- intentionally harmful, carried out by an individual or a group;
- based on an imbalance of power leaving the person who is bullied feeling defenceless.

Forms of Bullying

Bullying may take the following forms:

- physical; hitting, kicking, pushing, tripping up etc.
- verbal; name calling, teasing, goading, spreading rumours etc.
- electronic/'online cyberbullying'; inappropriate messaging, inappropriate use of social media or games etc.
- indirect; by having nasty stories told about them; being left out, ignored or excluded from groups.

Bystander behaviour

We recognise that we all play a part in the anti-bullying culture of the school, and that everyone has a responsibility to challenge inappropriate behaviour.

'The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.' Albert Einstein

How we Promote an Anti-Bullying Culture in our School

- We promote a healthy, safe and caring environment for all pupils and staff. We discuss the consequences of bullying behaviour
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability, ethnicity, religion and culture.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively.
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. At our school, all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. When a child reports bullying, the school will acknowledge his/her concerns and the incident will be taken seriously. Incidents of bullying reported by parents or witnesses are treated in the same manner and will always lead to a conversation with the targeted child. Parents should initially report their concerns to their child's class teacher and the school will then investigate the incident and decide on an appropriate course of action.

A Restorative Approach

Where appropriate, and in most cases of bullying, the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- accept responsibility for the harm caused to the individual being bullied;
- accept responsibility for the harm caused to others (for example friends or family);
- recognise the need to take action to begin to repair the harm caused;
- agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Working with Parents

Where the school has become aware of a bullying situation, parents/carers of the children involved will be informed and will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation.

Long lasting changes to behaviour take time, and can be best achieved when all parties (children, parents, school) work in partnership.

Offsite visits and residential trips

We are committed to offering a wide variety of offsite visits to enhance your children's experience at school. We also offer a residential trip to the Isle of Wight in year 6, and all these trips are thoroughly risk assessed in order to ensure the safety of all children and staff.

We recognise that there is an explicit link between children's behaviour and the safety of any offsite trip. Therefore, please note the following:

- Serious misbehaviour raises the possibility that your child could be withdrawn from school trips
- Serious misbehaviour during the visit may make it necessary for the parent to collect the child responsible at the parent's own expense

Responding to misbehaviour

We recognise that an important part of our job is to educate the children in how to behave pro socially in the school community. By understanding that the development of pro social behaviour is something that has to be taught and learnt, we recognise that this will develop over time.

The aims of our response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy.

The priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that our staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques will be used to help prevent further behaviour issues arising to help restore calm.

Where appropriate, and in most cases of misbehaviour, the school will initially consider the use of a restorative approach to resolve the situation. A restorative approach involves perpetrators, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children are held to account for their behaviour by enabling them to:

- accept responsibility for their behaviour
- accept responsibility for the impact on others
- recognise the need to take action to begin to repair relationships
- Use the experience as a learning opportunity so that misbehaviour is not repeated

In some instances, a sanction may be necessary as part of a restorative approach.

These sanctions may have various purposes including:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, our staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Acceptable forms of sanction

Our behaviour policy includes a range of sanctions. Some examples of our sanctions include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour, or a written apology;
- loss of privileges – for instance, the loss of a prized responsibility;
- school-based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks; or being placed on report for behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

3.1 When Parents have a concern

The continued success of our school community is based on a commitment to ensuring the best possible outcomes for all our children. We recognize the importance of working in partnership with parents in order to achieve this, and endeavour to foster positive relationships which are based on trust and mutual respect.

i. We are committed to:

- Listening to parents carefully and respectfully, including allocating an appropriate time for a meeting which is safeguarded
- Responding appropriately to the concern raised
- Outlining any actions that may be required
- Updating the parent on progress regularly
- Listening and responding to updates from the parent

ii. What we expect from you:

Parents should...

- Communicate their concern respectfully and accurately
- Listen to and consider the responses from the school
- Work in partnership with the school in order to reach a resolution, including supporting the school's restorative approach to behaviour management
- Allow time for the school to respond to the concern (3-5 working days)
- Acknowledge receipt of and respond as appropriate to school communication (emails, letters etc.)
- Acknowledge past support and intervention made by the school, even if a problem reoccurs

Parents should not make allegations against Teachers or the school on social media sites or bring the school into disrepute.

Failure to adhere to these standards is likely to impair the school's ability to respond effectively.

No Parent is permitted to discipline a child who is not their own, but instead should seek support from a member of staff, or report to a member of staff should they have concerns about a child's behaviour. Parents who take matters into their own hands risk a safeguarding action being taken against them.

Day to day access to a school is within the control of the Headteacher.

Parents/carers are granted 'limited licence' to visit the grounds and buildings of the school.

In accordance with guidance from the professional teaching bodies, if any parent speaks to **any** member of staff aggressively, disrespectfully or in a rude manner, we reserve the right to end the meeting, and we will follow this up with one or more of the following:

- the school will send a letter to the parent outlining the reason the meeting could not continue, describing their misconduct, explaining its impact on the school and stating its unacceptability. A copy of this letter will be sent to the Chair of Governors
- the school will call a meeting to discuss the conduct of the parent which will be minuted, and the Local Authority will be informed
- the school will vary the parent's 'licence' through the addition of restrictions and conditions

- the school will warn of the possibility of a 'ban' (i.e. the withdrawal of their 'licence') if the misconduct is repeated
- the school will impose a ban with a review after a fixed period
- the school will impose a ban without review

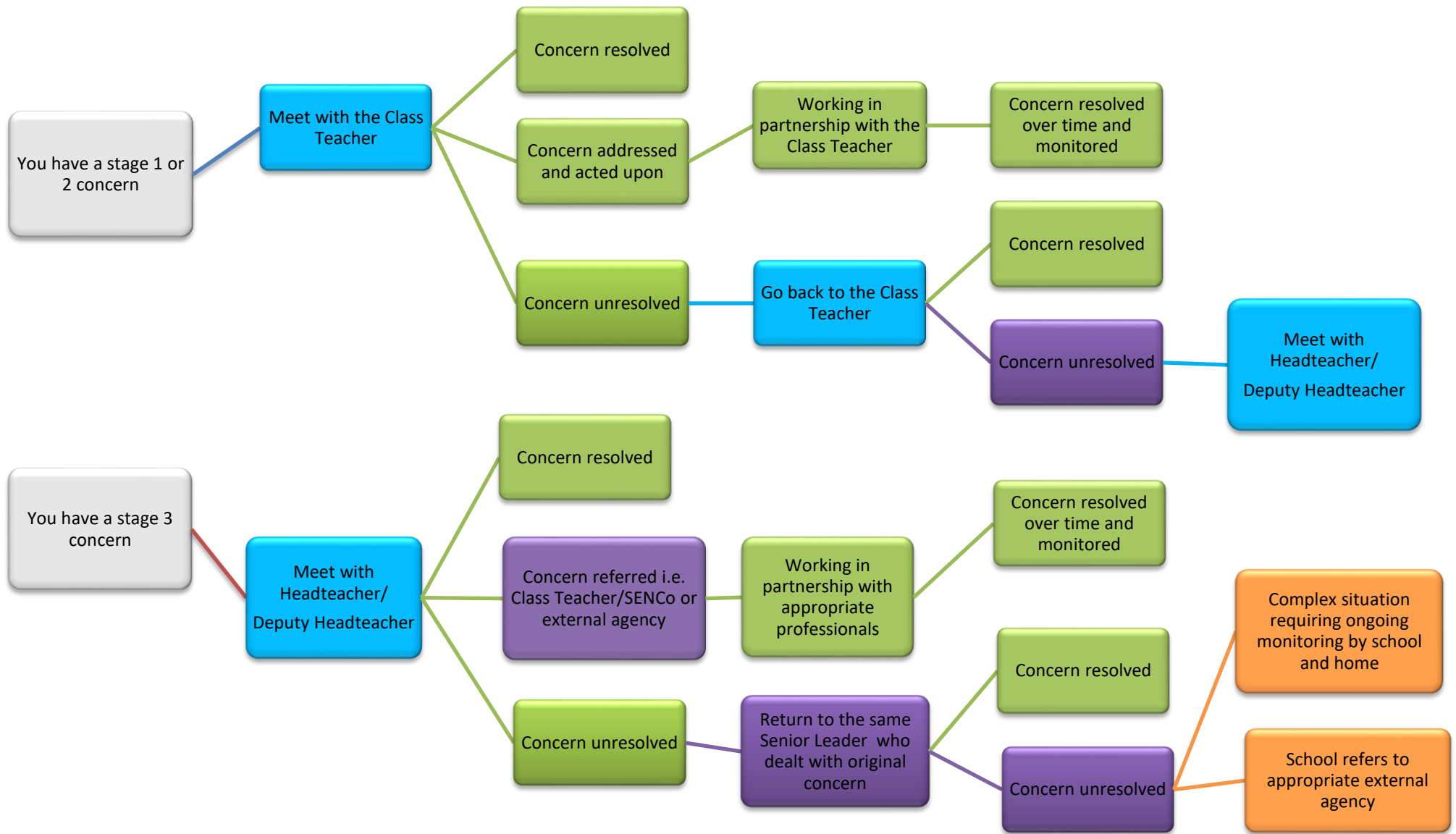
3.2 Identifying the level of your concern

Your child is part of a school community and, therefore from time to time, will come into conflict with others, misplace their property or struggle with friendships. Although we regularly help children to resolve their day to day problems, we must also ensure that they build resilience and learn how to overcome problems independently.

Most concerns should be communicated to the Class Teacher, as they are best placed to identify, modify and monitor behaviour in the classroom. It may be necessary to see the Class Teacher on several occasions in order to satisfactorily resolve your concern.

| Examples of a Stage 1 concern | Meet with and/or report to: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| My child is not making the progress I would expect My child has told me that someone was unkind to them/hit them My child's named property has gone missing The Class Teacher imposed a sanction upon my child My child is having difficulty with friendship My child is not eating at lunchtime My child's named school uniform is missing My child has sprained their ankle and cannot do PE My child is not reading widely enough at home I would like some advice about how best to support my child's learning | Class Teacher |
| Examples of a Stage 2 concern | Meet with and/or report to: |
| Repeated incidents of 'stage 1' concern Repeated incidents of low level concern that have not yet been brought to the attention of the Class Teacher Repeated incidents of low level concern that have been brought to the attention of the Class Teacher, but not brought to a satisfactory conclusion | Class Teacher |
| Examples of a Stage 3 concern | Meet with and/or report to: |
| Repeated incidents of 'stage 2' concerns Child protection concerns/issues Bullying (as defined in 3.0 What we do when things go wrong) A concern of a private/personal nature | Headteacher/Deputy Headteacher |

3.3 Parental concern flowchart (to be read in conjunction with 3.2)



Opportunities to raise a concern

- The Headteacher and Deputy Headteacher are on duty at the school gate each morning and at the end of the school day, when they can answer any routine questions or arrange a meeting for more complex issues
- All Class Teachers are willing to meet with parents, by appointment through the school office
- Appointments with the Headteacher, Deputy Headteacher and Class Teachers can be booked by 'phone (01923 238784) or via email admin@nascotwoodjm.herts.sch.uk
- We operate an open door policy and parents are invariably able to meet with the Headteacher or Class Teacher on the day of request, subject to availability
- We often respond to an initial concern within 24 hours, but will always respond within 3-5 working days after the concern has been raised/received

4.0 Monitoring and Evaluation

The implementation of this policy will be monitored by the Headteacher and Deputy Headteacher. A report on its effectiveness, including a summary of incidents recorded, will form part of the Headteacher's written termly report to the Governing Body.

4.1 Review

The Headteacher and the Governing Body will review this policy annually.



Parental reply slip

Please tick the following:

I confirm that I have read the Behaviour Policy

I confirm that I have talked/will talk to my child about the expected standards of behaviour

I will ensure that I meet the standards outlined in the policy

I will give the school adequate time to deal with concerns that I raise

I will work positively in partnership with the school

Signed.....

Name of child (*BLOCK CAPITALS*)