



Nether Edge Primary School Behaviour Policy

Nether Edge Primary School promotes, encourages and rewards good behaviour, as well as consistently tackling disruptive behaviour so that all children are given the best opportunity to learn.

In order to do this, a new behaviour policy is set to be in place, which ensures:

- Consistency for all with the approach to the regulation of behaviour.
- A better transition process to secondary school, by adopting a similar model to our main feeder schools.
- A policy which promotes high expectations through tackling negative behaviour, as well as rewarding those children who always show their best behaviour.
- A chance to celebrate where a children's behaviour has improved, recognising the fact that everyone can make a mistake.

What is the behaviour policy at Nether Edge?

The heart of everything we do at Nether Edge is based around our core values, represented as SHAPE.

Safe

Happy and Healthy

Achieving

Playing a Positive Part

Excited by Learning

All children, staff and parents are expected to promote SHAPE through their own behaviour and model this for others. SHAPE is promoted through:

- Lessons and the classroom;
- Assemblies with a key focus on specific areas of SHAPE;
- SHAPE awards for those children who consistently promote the core values;
- Links to SHAPE through learning outside of the classroom.





Safe

Nether Edge Behaviour Systems

Positive behaviour structures is an integral part of the behaviour system. We know that all our children can be the best they can be!

As of September 2017, new behaviour systems will use whole school rewards to raise the profile of positive behaviour throughout school.

Rewards in the Classroom

Key Stage	What will be happening?	What is the criteria?
KS2	Dojo points to show instant rewards	Showing school values, the Code of Conduct and SHAPE
KS1	Dojo points to show instant rewards	Showing school values, the Code of Conduct and SHAPE
Early Years	Coins in the coin jar	Engagement, metacognition (talking about what they have learned) and self-regulation.

Positive Rewards – The Whole School System

What will be happening?	What is the criteria?
A celebration event at the end of the academic year.	The 'SHAPE' Awards At the end of each half term, a SHAPE winner is awarded, these will then be invited to the 'SHAPE' awards at the end of the year.
Nether Edge Behaviour League A Prize Draw to win a Kindle	'Behaviour League' Each cycle, top 25 children to be displayed on a board. If their name reaches the board, they are entered into the prize draw!
Bouncy Castle Celebration	Less than 15 points in a year.
Weekly Celebration Assembly	One certificate linked to the value, and one with the most amount of points in class.
Nether Edge University	All children who have not received an on-call that week will be able to take part in the Nether Edge University.





Promoting the School's Values through behaviour

A new monitoring system of the wrong types of behaviour will be recorded in the form of a points system. This will mean that children, teachers and parents will have a better understanding of the reasons why children are breaking the Code of Conduct, therefore strategies can be put in place to address this.

What will happen in each phase?

Phase	Behaviour Systems
KS2	Behaviour tariff and planners to all children to monitor behaviour.
KS1	A reduced version of the behaviour tariff, using the Code of Conduct.
Early Years	Sunshine/raincloud/thundercloud for individual behaviour in the classroom. Once a child has moved to the rain cloud, the next step is to give the child a time out in Nursery

Behaviour Tariff 'Cut Offs'

There are limitations to the number of points a child can reach, which is why it is essential that robust and efficient recording of the behaviour systems are needed. Where a child reaches a certain level of points, there will be meetings with SLT and with parents.

What will be happening?	What is the criteria?
An informal meeting with the class teacher, the Key Stage Leader and the parents, issuing a behaviour agreement.	30 points
A formal meeting with parents and an Assistant Headteacher or Deputy Headteacher, relating to the concerns school has and placing a child on report.	50 points
A final meeting is held between the parents and Head teacher to discuss the behaviour of the child. The child removed from the classroom / lunchtime and receives an internal exclusion.	100 points
A fixed term exclusion for the decided amount of time, appropriate to the nature of the incidents.	150 points





How do we celebrate success?

Success is celebrated through Dojo points at Nether Edge.

How do children receive a Dojo point?

Dojo points are used to celebrate children who are going above and beyond the expectation. They are not to be used to celebrate expected behaviour. Children should always be following the school rules.

Half Term 1

What?	Why?	When?
Less than 5 behaviour points in a week	Be able to participate in 'The Morris Cup' on a Friday. Be able to participate in 'Sophie's Salsa' on a Friday.	Liam to sign children up weekly (at 11.45am) for both sports classes.
Top 5 children (per class) with the most 'conduct' points per half term	Picture and name displayed on the boards in the hall. Name entered into a prize draw for the end of the year to win a Kindle.	Each half term. Liam to prepare before the SHAPE assembly.
Child in each class with the most amount of conduct points over the half term.	Headteacher's Afternoon Tea	TBC
Thank You Assembly Rewards	'Improving behaviour' Following a school value	Weekly
Behaviour Nominations Draw	Kickboxing Class	Half Termly Dates TBC

Half Term 2

What?	Why?	When?
Less than 5 behaviour points in a week	Be able to participate in 'The Morris Cup' on a Friday. Be able to participate in 'Sophie's Salsa' on a Friday.	Liam to sign children up weekly (at 11.45am) for both sports classes.
Top 5 children (per class) with the most 'conduct' points per half term	Picture and name displayed on the boards in the hall. Name entered into a prize draw for the end of the year to win a Kindle.	Each half term. Liam to prepare before the SHAPE assembly.
Child in each class with the most amount of conduct points over the half term.	Headteacher's Afternoon Tea	TBC





Thank You Assembly Rewards	Most 'conduct' points Following a school value	Weekly
Behaviour Nominations Draw	Cinema and Popcorn Afternoon	Half Termly Dates TBC

Half Term 3

What?	Why?	When?
Less than 5 behaviour points in a week	Be able to participate in 'The Morris Cup' on a Friday. Be able to participate in 'Sophie's Salsa' on a Friday.	Liam to sign children up weekly (at 11.45am) for both sports classes.
Top 5 children (per class) with the most 'conduct' points per half term	Picture and name displayed on the boards in the hall. Name entered into a prize draw for the end of the year to win a Kindle.	Each half term. Liam to prepare before the SHAPE assembly.
Child in each class with the most amount of conduct points over the half term.	Headteacher's Afternoon Tea	TBC
Thank You Assembly Rewards	Most 'conduct' points Following a school value	Weekly
Behaviour Nominations Draw	Visit to Jump Inc	Half Termly Dates TBC

Half Term 4

What?	Why?	When?
Less than 5 behaviour points in a week	Be able to participate in 'The Morris Cup' on a Friday. Be able to participate in 'Sophie's Salsa' on a Friday.	Liam to sign children up weekly (at 11.45am) for both sports classes.
Top 5 children (per class) with the most 'conduct' points per half term	Picture and name displayed on the boards in the hall. Name entered into a prize draw for the end of the year to win a Kindle.	Each half term. Liam to prepare before the SHAPE assembly.





Child in each class with the most amount of conduct points over the half term.	Headteacher's Afternoon Tea	TBC
Thank You Assembly Rewards	Most 'conduct' points Following a school value	Weekly
Behaviour Nominations Draw	Cartoon Drawing Class	Half Termly Dates TBC

Half Term 5

What?	Why?	When?
Less than 5 behaviour points in a week	Be able to participate in 'The Morris Cup' on a Friday. Be able to participate in 'Sophie's Salsa' on a Friday.	Liam to sign children up weekly (at 11.45am) for both sports classes.
Top 5 children (per class) with the most 'conduct' points per half term	Picture and name displayed on the boards in the hall. Name entered into a prize draw for the end of the year to win a Kindle.	Each half term. Liam to prepare before the SHAPE assembly.
Child in each class with the most amount of conduct points over the half term.	Headteacher's Afternoon Tea	TBC
Thank You Assembly Rewards	Most 'conduct' points Following a school value	Weekly
Behaviour Nominations Draw	Trip to the farm	Half Termly Dates TBC

Half Term 6

What?	Why?	When?
Less than 5 behaviour points in a week	Be able to participate in 'The Morris Cup' on a Friday. Be able to participate in 'Sophie's Salsa' on a Friday.	Liam to sign children up weekly (at 11.45am) for both sports classes.
Top 5 children (per class) with the most 'conduct' points per half term	Picture and name displayed on the boards in the hall. Name entered into a prize draw for the end of the year to win a Kindle.	Each half term. Liam to prepare before the SHAPE assembly.
Child in each class with the most amount of conduct points over the half term.	Headteacher's Afternoon Tea	TBC
Thank You Assembly Rewards	Most 'conduct' points Following a school value	Weekly
Behaviour Nominations Draw	Water fun	Half Termly Dates TBC





Yearly Celebration (accumulation of points)

What?	Why?	When?
Bronze Award	250 Conduct Points	At any point in the year!
Silver Award	500 Conduct Points	At any point in the year!
Gold Award	1000 Conduct Points	At any point in the year!

The Behaviour Agreement

This is a supportive measure where the people involved with the child meet to discuss concerns the school is having. A behaviour agreement will be drawn up between school, parents and the child to make expectations absolutely clear. This can then be referred to when needed.

Placing a Child on Report

If a behaviour report is not working, and the child continues to increase their amount of points, a further meeting will be called with the Head teacher. The child will then also be placed on report and they will have to 'check-in' with a member of the Senior Leadership Team many times throughout the day. This also impacts on lunchtimes and break times, as their amount of time outside is reduced.

Isolation

Where a child is deemed to be unsafe in the classroom, or is persistently stopping others from learning, they will be put into an isolation area. This will be manned by a member of staff and the child will have work given to them.

Exclusion

In extreme circumstances, by the decision of the Head teacher and the Governing Body, a child may be given an internal exclusion if they do not comply with the high standards of the school.

Children in the Early Years

Children in The Foundation Stage will be rewarded for good behaviour and, using the sun and cloud, given a visual guide to their behaviour if they make bad choices. Each morning the class rules are covered and the children are able to recognise the good behaviour that is expected. Everyone starts the day on the sunshine. Good behaviour is often recognised in star of the week awards, or being asked to take Albert, the take home bear for the





weekend. Through this, parents are aware that their child has performed well that week, and achievements are celebrated with parents at pick up and drop off time. Parents of children whose behaviour is a concern will be informed of times when their child has had to visit nursery for a time out. If this is recurring situation, then the parents will be called in for a meeting about behaviour where any underlying issues can be discussed and a behaviour plan will be written together and any further issues addressed.

High Needs Children

All High Needs Children will be given an individual behaviour plan, written by the class teacher. This needs to ensure children can access behaviour systems at a level that is appropriate to their need. Where possible, this should relate to personal development targets and should be written in a positive manner.





Behaviour Tariff in Key Stage 1 and 2

The behaviour tariff below shows the most common types of behaviour.

Language used with the children	Recording of behaviour	Points
I let the teacher teach and others learn.	Talking when the teacher is talking	1
I behave in a safe way	Being in the building at lunchtime without adult permission	1
I let the teacher teach and others learn	Ignoring instructions	1
I let the teacher teach and others learn	Ignoring school rules	1
I let the teacher teach and others learn	Distracting others in lesson	1
I am important and so are you	Not bringing a PE kit	1
I let the teacher's teach and others learn	Throwing something across the classroom	2
I am fair to others in all that I do	Being deliberately unkind to another child in school (one off)	2
I am fair to others in all that I do	Throwing something across the classroom to deliberately hurt others	3
I behave in a safe way	Behaviour leading to on call	3
I am fair to others in all that I do	Swearing at another child or teacher	3
I behave in a safe way	Physical altercation (minor)	3
I respect my property and that of others, including school's property	Defacing school equipment	3
I am important and so are you	Bullying	5
I help to take care of the school building and the lovely things in it	Damaging or defacing the school building.	5
I behave in a safe way	Physical altercation (serious)	5
I respect my property and that of others including school's property	Theft	5
I behave in a safe way	Dangerous behaviour	5
I am important and so are you	Verbal abuse to staff	5





On Call

When should you ring for an on call member of staff?

When the child has accumulated 3 'sets' of points in the morning.	When the child has accumulated 3 'sets' of points over lunchtime.	When the child has accumulated 3 'sets' of points in the afternoon.
If the child's behaviour is deemed as dangerous (any 5 point offences).		

How do we communicate with the on call member of staff without disrupting learning?

The teacher will need to complete the 'on call slip.' They will need to tick the reasons why the child has been sent out of the classroom, and add any further information if necessary. These slips will then be given to Liam and recording on the child's record.

What do I do when there is a serious incident?

Where a child hurts another child or adult in school, the serious incident procedure needs to be followed.

1. Immediately call the on call member of staff, who will also alert Liam (if not teaching).
2. Take the children to a safe area and conduct a full investigation into what has happened. This will need to be recorded on CPOMs initially.
3. Parents will be called straight away and asked to come to a meeting to discuss the incident (in the same day).
4. The child will be put on instant report to Liam, Katie or Sara and will not be allowed in class the following day.

What happens if a child is asked to leave the classroom due to disrupting learning?

We are a very inclusive school and we always want children to be in the classroom, with their friends and making lots of progress in their learning.

Where children are repeatedly disrupting learning (3 times over a set period of time), children are taken out of the classroom to have time-out, talking to a member of the Senior Leadership Team about how to improve their behaviour once they go back into class. If they are sent out of class, they are not able to go to Nether Edge University on a Friday, and will complete an appropriate task related to learning. This could be writing a reflective story about their behaviour that week, it could be a unit of Science learning or it could be looking at some strategies to improve learning.

If a child misses Nether Edge University twice, they will work with Mr Morris and look at approaches of improving their behaviour through sport, team games and collaborating with others. This will provide the support that those children need to ensure they are focusing on their learning, and making lots of progress as learners and as people.





Happy and Healthy – Bullying and racist incidents

The behaviour system, and SHAPE, are encapsulated by the following statements with regards to bullying and racism:

- All bullying is unacceptable, regardless of who is bullying or how.
- We recognise the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risk of bullying.
- Victims of bullying should be treated in a sensitive and supportive manner, and not to be regarded as a burden to staff or peer groups.
- Bullies also need to change their behaviour. Support mechanisms should be put in place for this.

What are the systems for tracking bullying?

**This is only a system. If there is a severe concern that a child is being bullied, evidence of such or physical harm taken place, then this MUST be reported to the Headteacher or person in charge of school on that day. There should then be a full investigation, reported to parents.*

What are the systems when a parent reports a bullying incident?

	What	What	Who
C O N C E R N	A parent/child comes to speak to the teacher with concerns their child is being bullied.	The teacher should note down the concerns and record them on CPOMs. The teacher should suggest between 2 and 4 actions, and arrange a meeting with the parent in a week's time to see if the situation has dissolved.	Class teacher
C O N C E R N	A parent/child reports there are still issues with bullying.	The parent should discuss issues again with the class teacher. The teacher will discuss what actions have already been taken and what they feel the impact has been.	Class Teacher Behaviour Lead





		<p>The teacher will speak to Liam Morris, who will have verbal discussions with both parties to see what needs to happen.</p> <p>He will then make a phone call to the parents. Parents will then speak to Liam in a week's time to see if the situation has improved.</p>	
I N C I D E N T	The situation has not improved and parents have reported this.	<p>The parents should arrange a meeting with the Deputy Headteacher or Headteacher. They will document all of their concerns and carry out a full investigation. Both parties will be informed and invited to a further meeting after the investigation.</p> <p>Steps to address the situation will be put in place and these will be monitored over a 6 week period.</p>	<p>Headteacher/Deputy Headteacher</p> <p>Behaviour Lead</p>
I N C I D E N T	Further offences of bullying	If the above has not de-escalated instances of bullying, the bully will be excluded from school for 2 days. Any further incidents will trigger further meetings with all parties and further exclusions.	Headteacher

What are the systems for racist incidents?

All racist incidents must be reported to the Headteacher, or the person in charge of school on that day. The person who has reported this must then immediately log this on CPOMs and take any copies of anything which poses as evidence.





How will these incidents be monitored?

Where it has been deemed that there has been a racist or bullying incident in school, the Headteacher or member of SLT involved will log it formally as a bullying/racist incident. This should be logged in SLT-Behaviour-Bullying and Racist Incidents. These should also be logged by type:

- Homophobic bullying – H
- Cyber bullying – C
- Racist bullying – R
- Emotional bullying – E
- Physical bullying – P
- Verbal bullying – V





Excited by Learning

The Nether Edge University

What is the Nether Edge University?

The Nether Edge University is an enrichment afternoon where children develop key skills in their prime areas. The prime areas are linked to areas of learning that they wouldn't traditionally learn through academic subjects, allowing children to succeed in wider areas of life.

When will this happen?

Friday afternoon!

What is the timetable for the Friday afternoon?

	Y1/Y2	Y3/Y4	Y5/Y6
1.00-1.30	Homework organisation	Homework organisation	Homework organisation
1.35-1.55	Y1-Y6 Assemblies KS1 in Sports Hall KS2 in Assembly Hall Assemblies to be lead alternately by Katie and Sara		
1.55-2.00	Children leave assemblies and move into their University groups.		
2.00-3.00	Nether Edge University Activities		
3.00	Children move back to classrooms ready for the end of day.		

Who will lead an activity and what will it be?

Name	Activity
Elizabeth Selvey	<i>Description of activity</i>
Helen Kennedy	<i>Description of activity</i>
Colin Gough	<i>Description of activity</i>
Y5 Teacher	<i>Description of activity</i>
Anne Koseoglu	<i>Description of activity</i>
Tim Sushams	<i>Description of activity</i>
Zara Mahroof	<i>Description of activity</i>
Y3 teacher	<i>Description of activity</i>
Emma Edwards	<i>Description of activity</i>
Pia Boddy	<i>Description of activity</i>
Chris Dewick	<i>Description of activity</i>
Natalie Bradshaw	<i>Description of activity</i>





How will I use the prime areas curriculum to support learning?

Choose one key objective from personal development, one from communication and one from physical (or another one from communication/personal development if physical doesn't fit with your activity).

Use these key objectives to plan activities which support progress in these milestones. At the end of the 10 weeks, assess children as towards, within or secure. Children will then receive 'diplomas' based on their assessment outcomes (pass, merit, distinction) to share with parents.

What would this look like?

Y4/5/6 example

Milestones Chosen:		Y4 Y5
<ul style="list-style-type: none"> • Personal Development <ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work • Stick at an activity even in the most challenging of circumstances • Communication <ul style="list-style-type: none"> • Engage in discussions, making relevant points • Ask questions and make suggestions to take an active part in discussion • Physical Development <ul style="list-style-type: none"> • Show an ability to lead and be part of a team • Support all team members, not just your friends 		
Task from Nether Edge University:	Team Builders (Den building)	
Week 1 overview	Planning task (baseline assessment of communication)	
Week 2 overview	Deciding appropriate materials (assessment of communication)	
Week 3 overview	Initial structure of the den (assessment of communication)	
Week 4 overview	<i>Continued</i>	
Week 5 overview	<i>Continued</i>	

When will I have time to plan this on an already busy schedule?

Two phase meetings (in week 9 and 10) will be allocated for this planning. This planning should not be onerous, but should ensure that you are clear of the direction in which you are taking the children.





What will happen in week 10?

In week 10, there will be a 'graduation' event, which parents will also be invited to. This will be an opportunity to share enrichment learning with the wider community, as well as celebrate with certificates for all children. More guidance on this will be given nearer the time.

Which children go with which adult?

Assemblies have been moved to ensure we still insist on the very highest of expectations in terms of behaviour (therefore all classes will still need to be collating points for their group!). At the end of assembly, the children will be dismissed according to their chosen activity. Chosen activities will be in the following phases:

Y1/2	Y3/4	Y5/6
Dismissed from assembly in their Nether Edge University Groups.	Dismissed from assembly in their Nether Edge University Groups.	Dismissed from assembly in their Nether Edge University Groups.

How can we ensure children access a broad and balanced enrichment curriculum?

There are various stamps to collect in their Nether Edge University book. Children must collect all stamps throughout their time at school to graduate from the Nether Edge University. See below for more information.





The Nether Edge University Curriculum

			
Sport	Art	History	Cooking
			
DT	Languages	Dance	Science
			
Science	Citizenship	Music	RE
			
Geography	Speaking and Listening	Orienteering	Ecology
			

