



*Let all that you do  
be done in Love*  
1 Corinthians 16:14

“Do to others as you would have them do unto you” – Luke 6:31



# Behaviour Policy

Policy Name	Behaviour Policy
Committee	Naseby LGB
Owner	Headteacher
Statutory	Yes

Date Ratified	Review Date
March 2022	March 2023

**Approved by:** Naseby LGB **Date:** March 2022

**Last reviewed on:** 15<sup>th</sup> March 2022

**Next review due by:** March 2023

## **Introduction**

Naseby CE Primary Academy aims to provide every child with high quality teaching and learning. It is the school’s philosophy to give our pupils a measure of independence, a high level of self-confidence and well-being, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage.

To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual development and the ability to grow and flourish as human beings.
- c) Support children in building relationships which reflect Christian values.
- d) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child’s needs.
- e) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- f) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- g) Ensure equal opportunities for all.
- h) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- i) Develop a sense of pride in belonging to Naseby CE Primary Academy.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

## **Policy Principles**

This policy has been written using the Department for Education’s guidance to Head teachers “Behaviour and Discipline in Schools” and acknowledges the school’s legal duties under the Equality Act 2010, in respect of pupils with Special Educational Needs (SEN).

We believe that children flourish, grow and develop pride in themselves in an atmosphere of praise and encouragement. In order to achieve this, certain standards must be fully understood and maintained. These standards are our Golden Rule. We actively seek to apply these standards and strive to uphold them at all times. The Golden Rule is adopted by the school community of children, parents, teachers and governors.

The Golden Rule is displayed in prominent positions around the school to promote positive behaviour.

### **Naseby C of E Academy’s Golden Rule**

**“Do to others as you would have them do unto you” – Luke 6:31**

*(Be gentle, honest, polite, respectful, friendly, kind and helpful.)*

The powerful influence of home and school working in partnership will support our children in becoming happy, fulfilled and successful members of society and contributory citizens of the world.

### **The benefits of good behaviour**

It is important that both children and adults know and understand what is expected of them in school.

For the children:

- Children need to realise the importance of the way they behave and how it affects themselves, their peers and their teachers.
- Everyone should be able to work in a calm, quiet atmosphere, concentrating on their learning, free from disruption from others.
- Children learn to care for each other and about the importance of friendship. Older children are good role models to our younger children.
- Children learn self-respect, develop self-confidence and increase self-esteem in school.
- Children learn to try their best and what it is to feel proud of their hard work, perseverance and achievements.

For the staff:

- With good behaviour from the children, staff are able to teach what they have carefully planned and thus meet the needs of all pupils.
- Lessons are stimulating and exciting and free from disruption.
- Staff can spend more time with children to support their learning.

For parents:

- Parents can feel confident that their children are learning in a positive environment.
- Parents can build relationships with the school in order to work together to provide the best possible learning environment for their children.
- Parents will know that their children will receive guidance, support and encouragement to behave well.

### **Behaviour that we wish to encourage**

We all need to have a common understanding of what good behaviour is so that we can work together to achieve our aims. Behaviours we encourage, support and develop are:

- Honesty
- Self-discipline
- Respect for all adults, peers and property
- Politeness
- Humility
- The ability to listen well to adults and peers
- The ability to express our opinions appropriately

- The ability to appreciate that others have different opinions to us
- Tolerance and understanding of others
- Patience
- Pride in achievements, both academic and personal
- Cooperation
- A sense of calm
- Personal tidiness and care for ourselves and our belongings
- Care for our environment

This list is not exhaustive.

### **Behaviour that is deemed unacceptable**

We must all work together to discourage the behaviours we do not wish to happen:

- Bullying and aggression, both verbal, emotional and physical
- Disrespecting others
- Bad language
- Words that are prejudice towards others
- Disruptive actions that disturb the learning of others

### **Positive behaviour strategies**

The following strategies are used to manage behaviour:

- Aim to develop positive relationships between adults and children.
- Listen to the child.
- Criticise the action, not the child
- Displaying of and referring to the school rules
- Be positive role models
- Be consistent in our expectations of children
- Praise good behaviour
- Give children jobs and responsibilities
- Value children’s ideas
- Reward positive behaviour with praise, stickers, class awards and house points
- Have high expectations for all areas of children’s work in school - behaviour, attitudes and academic work.

### **Rewards**

Children are rewarded for following the Golden Rule. Rewards include praise, stickers and class reward systems;

- Class Target - Pom Poms in a Jar
- Class Dojo’s

When children do not follow the Golden Rule, the teacher will have a conversation with them. If the behaviour persists, the Head of School will then speak to the child. Parents will be contacted if there is a serious and persistent disregard to the Golden Rule.

If necessary, consultation between the SENCo, parents and teachers to develop an individual support package for that child will follow. Other professional services may be called on for advice and support if appropriate.

Bullying behaviour will be reported and followed up in line with the school’s Anti-Bullying Policy.

### **Permanent of Fixed Term Exclusions**

In exceptional circumstances where a child has seriously breached the school's Behaviour Policy or is involved in a serious incident, the Head of School may exclude a pupil. Any action to exclude would follow the GMAT Exclusion Policy. A pupil may be excluded for:

- Physical assault against a pupil or adult
- Verbal abuse / threatening behaviour against a pupil or adult
- Persistent bullying
- Racist or homophobic abuse
- Theft
- Sexual misconduct
- Persistent disruptive behaviour
- Weapons or drugs in school