

Senior Teacher

If, after the child is reintegrated into the classroom, the low-level disruption still continues, they should be sent to a member of the Senior Team. If a child is in Early Years or Year 1, they should be sent to Gemma Cardwell, Senior Teacher. If a child is in Year 2 or Key Stage they should be sent to Amy Cort, Senior Teacher,

Reporting to parents

We will only report low level disruption to parents if the child gets sent for time out or has to be sent to the Senior Team. This reporting will be the responsibility of the Class Teacher, but the Senior Member of staff may wish to be involved. The Class Teacher will speak to the parent at the end of the day. If the Class Teacher does not see the parent at the end of the day, they will attempt to call the parent to inform them by telephone.

Continued Low Level Disruption

If there is repeated low level disruption, then a child will be placed on to Class Teacher Report. The child will know that this is a possibility as it will be part of the verbal warning process. If a Class Teacher Report is used, it will be no surprise to parents either, as they will have had regular contact with the Class Teacher over the disruption. The Class Teacher will have mentioned the possibility of a Class Teacher Report in these discussions.

Conclusion

At all stages it is our aim to guide and support children into achieving appropriate behaviour in school as early as possible, however it is a legal requirement that we have a behaviour policy that sets out the different stages and processes that we would follow should children not respond to that guidance and support.



Further Information

If you require any further information or guidance please do not hesitate to contact us using the details below.

Nursery Hill Primary School

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Our Behaviour Policy

Dealing with General Behaviour



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Our Behaviour Policy

Every school must have a behaviour policy by law. Our full behaviour policy is available on request from the school office or can be downloaded from our school website. The policy covers a whole range of issues but to make things easier, we have produced a range of leaflets to explain the systems in school to you.

- Leaflets in this series include: -
- Our Beliefs about Behaviour;
- Dealing with General Behaviour;
- Dealing with Challenging Behaviour;
- The Report System;
- The Home School Agreement;
- The School Rules;
- The Power to Search.

What is behaviour?

Behaviour is the way we act and respond to people and to situations we find ourselves in. None of us behave perfectly all of the time. We all behave differently in different situations; at home we can sprawl across the sofa, but if we were in a high class hotel we would sit with more decorum. We probably wouldn't tell the same joke to our grandparents that we might tell our friends. But we all have standards below which we try not to slip.

The Government's Expectation

The Government expects:

All pupils to show respect and courtesy towards teachers and other staff and towards each other;

- Parents to encourage their children to show respect and support the school's authority to discipline its pupils;
- Head teachers to help create that culture of respect by supporting their staff's authority to discipline pupils and ensuring this happens consistently across the school;
- Governing Bodies and Head Teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- That every teacher will be good at managing and improving children's behaviour.

Low Level Disruption

Most children exhibit low-level disruption occasionally. Low-level disruption can be described as behaviours which are not overtly confrontational or challenging, but which nevertheless disrupt the teaching and learning environment, such as:

- Arriving late to school/lessons;
- Persistent chattering or whispering;
- Daydreaming;
- Being out of their seat;
- Tapping/fidgeting.

As individual behaviours these do not represent high-level challenges. However, if they are allowed to

continue, the concentration and learning of other pupils will be badly affected.

Verbal Warnings

At the beginning of the academic year, Class Teachers will draw up a code of conduct for their class. This will set out expectations for behaviour and sanctions if the expectations are not met. Most often, low-level behaviour will be addressed with a verbal warning from a member of staff. There may also be a visual reminder of this warning.

Written Warnings

If a child does not respond to their verbal warnings and the behaviour continues, they have a written warning where their name will be written on the board. With younger children, the warning may be more visual, for example their name is moved from a green circle into a yellow circle.

Time Out

If, after the written warning, the behaviour continues, children will be sent to have 'time out' in another classroom. They will go for five minutes only, preferably with the work that they should be doing and will not be given attention or praise by the receiving teacher. This is to ensure that children do not want 'time out' because they think it's fun to go and see another teacher.