



**NORTHWOLD
PRIMARY SCHOOL**
no sky too high

Northwold Primary School

Behaviour Policy

Introduction:

School life at Northwold Primary School is characterised by a calm purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all pupils and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.

The school aims to provide a safe, secure, supportive environment where pupils can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour.

Rights and Responsibilities:

All children have the right to work and play in a safe, non-threatening environment where they can achieve their full potential. Teachers and other staff members have the right to teach and work in a safe and secure environment and focus on children achieving high standards of attainment. Parents have the right to expect both their children and themselves to be treated with respect and to be kept informed of significant incidents of behaviour, positive or negative.

All children, parents and staff are responsible for creating a school community in which everyone is treated with respect and individual's self-esteem can flourish. All adults have a responsibility towards the emotional and social development of all children. All children have a responsibility for their own behaviour to each other and adults, showing their willingness to behave in an appropriate manner.

Each class has a behaviour contract that promotes a positive, respectful and responsible learning environment. These are shared with the parents.

Both the school policy and the individual classroom contracts enshrine the behaviour expected of pupils and staff

Whole School Rights and Responsibilities

Children have a right to:	Teachers have a right to:	Parents have a right to:
<ul style="list-style-type: none"> • Be educated through an engaging and varied curriculum. • Feel safe and secure when in school. • Be listened to and feel their views and opinions are valued. 	<ul style="list-style-type: none"> • Be heard and listened to. • Be treated with respect by pupils, staff and parents. • Work in a safe and happy environment. 	<ul style="list-style-type: none"> • Be treated with respect. • Feel welcome and part of the Northwold community. • Know their child is happy and safe when at school. • Be kept informed of their child's progress.
Children have a responsibility to:	Teachers have the responsibility to:	Parents have the responsibility to:
<ul style="list-style-type: none"> • Actively engage in all learning activities and always try their best. • Treat other children, staff and parents with respect. • Listen to others and respect their views and opinions. • Conduct themselves in a positive manner to uphold the vision and values of Chase Side. 	<ul style="list-style-type: none"> • Create a safe and secure learning environment where all children feel valued. • Provide engaging and interesting lessons whenever possible. • Model respectful relationships between each other to establish a caring and supportive community. • Listen to other's point of view and ensure everyone acts responsibly. • Keep parents and carers informed of their child's progress. 	<ul style="list-style-type: none"> • Attend curriculum evenings and consultation meetings to support the school in enabling their child to reach their learning potential whenever possible. • Support the school's ethos, vision and values, modelling respectful relationships with others. • Ensure children attend school on time with the correct resources. • Support their children's learning at home. • Listen to other's point of view and ensure everyone acts responsibly.

Northwold Primary School adopts a Graduated Response to Managing Behaviour:

Promoting positive behaviour

It is recognised that children learn best when they feel secure and valued. The school therefore aims to promote classroom environments, which give the children the greatest opportunity to learn. This is achieved through:

- Staying on Green Model is practiced in EVERY Class
- Modelling respectful behaviour in the classroom
- Using positive language to highlight the appropriate way to engage with teaching and learning (based on Chris Quigley's model and Unicef's Rights Respecting Schools)
- Using appropriate language to ensure children have a clear understanding of how to re-engage in learning activities after making wrong choices.
- Ensuring teaching includes activities designed to promote children's social and emotional development
- Structuring lessons to be interesting and appropriately challenging
- Helping children to identify their own and others' strengths and to value the diversity within their class and across the school
- Ensuring there are clear classroom routines to reduce uncertainty and promote an appropriate learning environment
- Class Charters are displayed in all classrooms and discussed frequently with children
- Recognising appropriate behaviour quickly and celebrating this (using the agreed systems within the school)
- Ensuring there are clear systems, understood and followed by all, for dealing with inappropriate behaviour

School systems for promoting positive behaviour

The school aims to reward good behaviour in order to foster an ethos of kindness and cooperation. This may be done informally through an encouraging compliment, with a smile or thanks, or it may be shared with the parent, another member of staff or other children. The school has systems set up to reward children for good behaviour more formally (including the traffic light system – see later in the policy for more details). These are both individual rewards and also whole class rewards, since the school wishes to foster an ethos of classes working together and supporting each other.

Daily recognition of achievement:

- Children are sent daily to the Head teacher with a note from the teacher explaining outstanding work or behaviour. The children select a book of their choice and the Head teacher inscribes a personalized message acknowledging this. Teachers may use stickers and other rewards to acknowledge good behaviour.

Head teacher's Golden Tea Parties

To reward children for consistently good learning, progress, friendship or behaviour, children from every class are selected each week to attend a Tea Party with the Head teacher

Promoting positive behaviour at lunchtimes

It is important that the ethos of good behaviour developed within the school is promoted in the playground, when moving around the school and in the dinner hall also so children understand that good behaviour is not just linked to the classroom. Playtimes and lunchtimes are to be used as opportunities to extend social skills and develop independence and responsibility. The school has a range of equipment and activities at lunchtimes that children may choose to use or attend. The school council has a buddy system in place to support children who have difficulties in forming friendship groups.

A Circle of Friends programme is offered by the Learning Mentor to support identified children form friendship groups

Full Attendance/ Uniform

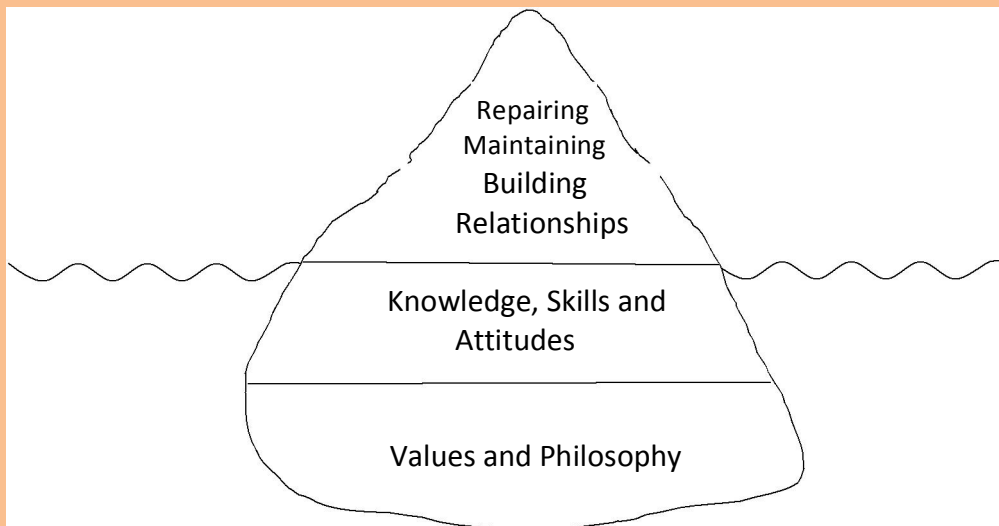
All pupils receive a reward for 100% attendance and for wearing the correct school uniform.

Systems for minimizing and responding to unacceptable behaviour

It is the aim of the school to minimise opportunities for unacceptable behaviour by setting clear boundaries throughout the school for what is unacceptable behaviour. The use of routines and practices understood by all staff and children supports this. It is also our aim to create an inclusive environment where children recognise the role they have to play within the school community.

- **School Council:** The children are also able to raise any issues, concerns or suggestions that relate to the wider school community with the class school council representatives who then feed this information in to the next meeting (held fortnightly). This can then be brought to the attention of the senior leadership team within the school or the appropriate staff members to consider and possibly address. **Suggestion Box:** This is a listening system for children to use for positive and negative issues. They write notes about their issue. They have the choice to write them anonymously or add their name. Younger children can draw a smiley/sad face with their name so that the teacher can initiate the conversation with them. It can also be used for suggestions e.g. more lunchtime equipment or to highlight any issues that may need to be addressed through Circle Time.

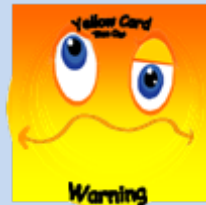
- **Letter writing:** Children are also encouraged to write down both positive and negative issues to share with the relevant classes/staff members. Where appropriate, these may be shared in assemblies or meetings to address any concerns raised. Such systems show children that their concerns are important and give them a safe environment to be emotionally literate and expressive.
- **Restorative Justice** offers the school an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm. Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family)



- **Social Skills and Anger Management Programmes**
Identified children also have access to a programme of support with regard to anger management and developing their social skills. The programmes are drawn up in collaboration with the Education Psychologist and speech and Language Therapist. The programme is led by the Learning Mentor
- **Pastoral Support and Behaviour Charts**
Pastoral Support Programmes are implemented in collaboration with the parents. Targets are set which are reviewed at regular intervals. Children have a behaviour chart which helps them regulate their behaviour. These are shared with parents on a daily basis.

Traffic Light Behaviour Model

All staff promote positive behaviour within their classroom and focus on developing an active approach to learning and a culture of finding effective solutions to problems – this is something they want to encourage in all aspects of school life to support the children with developing these valuable skills for their future



The visual behaviour system will be used to promote this. It is a traffic light system where children can clearly see the consequences (both positive and negative) of their behaviour.

All children begin their day on the Green traffic light smiley face. When a child is observed being a responsible learner or making a positive choice they can move their name from the Green face to the Silver face.

If children continue to engage in classroom activities in a high quality and responsible manner or make further good choices, they can then move their name to the Gold face.

The approach to learning and behaviour that teachers promote in each classroom is all linked to the Chris Quigley's 'Steps to Success' and closely linked to the class and school charter.

If unacceptable behaviour occurs within the classroom or around the school, it will result in a reminder/warning followed by a period of isolation within or outside the class if the behaviour continues. There are a range of behaviours which will result in children having to move their name/photo from the Green face to the Orange face. These include:

- Consistently not listening
- Being rude to others
- Moving around the school in an unacceptable way
- Not focusing on work set
- Not doing as an adult has asked you to

When a child misbehaves the following steps will be followed;

1. A warning is given. The child is then given the opportunity to ensure they re-engage by making the right choice.
2. A yellow card is issued. The child moves their name onto the yellow sad face. They then have some time out within the classroom and complete a behaviour reflection sheet.
3. Foster Teachers: If the poor behaviour continues, they then move their name on to the red face. The child is sent to their Foster Teacher parallel for the remainder of the session/next session depending on what time of day it is, with the exception of Nursery who will send the child to the carpet for a short time out. The class teacher is responsible for providing work for the child to complete. If the poor behaviour continues in the Foster Teachers' class, the child will be sent to a member of the senior leadership team or the Head teacher.
4. Letter sent home. A standard letter will be given to the parent that day, informing them of their child's behaviour. Copies of the letter are given to the Head teacher and the Lead Behaviour Professional for monitoring. Another copy is put into the child's school file. If the letter cannot be handed to them personally, the letter will be sent home with the child and contact will be made by telephone either by the class teacher or the phase leader on the same day. An entry is made on SIMS to officially record the behaviour.

Missing Playtimes

On occasions, teachers may keep children in class during playtimes, usually to finish work not completed during lesson time due to poor behaviour choices. These children will always be supervised in the classroom. Children may miss their playtime for other specific reasons although these are rare.

Power to use reasonable force

Members of staff may have to use reasonable force to prevent pupils, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools can also identify additional items in their school rules, which may be searched for without consent. Force cannot be used to search for these items.

Physical Handling and Restraint

Legally, responsible adults have a duty of care and, in given situations, are permitted to physically restrain pupils using reasonable force and control. The circumstances under which this is permissible are when intervention will:

- Ensure the safety of pupils and staff
- Prevent serious breaches of social discipline
- Present serious damage to school property

All staff do understand that it is crucial to minimise the use of force by:

- Creating a calm environment that minimizes the risk of incidents that might require restraint
- Teaching the Social and Emotional Aspects of Learning (SEAL) to children so they learn how to manage conflict
- De – escalating incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by risks involved in not using force
- Using risk assessment to minimize predictable events

When the use of force is necessary the following procedures will be followed:

- To treat the child with respect at all times
- To continue to talk calmly offering the child safe choices
- To always call immediately for support from a colleague
- To release as soon as possible – minimum force/minimum time
- To complete a Serious Incident Form as soon as possible

- To inform the parents

While all staff have a duty of care and can use reasonable force as described above, some staff, as directed by the Head teacher, will have additional training (i.e. satisfactorily completed the Approach training). In the event of a serious incident, the member of staff present should call for support from a senior colleague.

While the majority of children will never demonstrate behaviour that requires these steps, there are few children whose behaviour may warrant physical handling on a regular basis. In this situation, a Risk Assessment (RAMP) will be prepared and parents will be informed of all necessary procedures. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Exclusions

Where poor behaviour persists or where very serious incidents occur, children may be excluded. These may be internal exclusions, lunchtime exclusions, fixed term exclusions or permanent exclusions. Where children are at risk of permanent exclusion, the parent/s and school will draw up a behaviour support plan and may involve outside agencies to offer support and guidance. Permanent exclusion can only be considered when all other options have been tried and failed. A return to school meeting is held with the parents and the child- behavior targets are set and copies are presented to the parent, child and teacher.

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds.

Refer to "Exclusion from maintained schools, Academies and pupil referral units in England"-

A guide for those with legal responsibilities in relation to exclusion DfE

Parental Involvement

Parents should also be kept informed of positive behaviour. It is very important that children know that their parents will be informed if their behaviour is unacceptable. The aim is to contact parents early, to prevent low level poor behaviour escalating into more persistent poor behaviour and parental support is a key factor to improving behaviour.

It is essential that parents are able to discuss any matters causing such behaviours with the teacher or relevant senior leader within the school, so that the parents and the school can support each other. The school needs the parent's full cooperation if the Behaviour Policy is to be effective.

Support for children whose behaviour indicates significant problems

The school and parents will work together to offer support for the very small number of children who have significant difficulties with behaviour. It may be that outside agencies are involved to offer support such as the Borough Behaviour Support Service. In some circumstances, a reduced curriculum may be offered. All parties will think creatively about how best to support the child but the welfare and education of other children must not suffer as a result.

Support for staff in developing skills and confidence in managing behaviour This policy aims to support staff in managing behaviour. Training in behaviour management will be offered through In Service Training sessions both within the school and via the borough. Monitoring by Team and Phase Leaders may identify teachers needing further support. In all cases, asking for support and help from colleagues should be encouraged and seen as a sign of strength and professional development.

Support for parents in developing their child's social emotional and behavioural skills

In some cases, parents request and need support in managing their own child's behaviour. This support can be offered in school, parenting courses can be signposted or parents can be referred to outside agencies that have experience in working with families. The Lead Behaviour Professional or Parent Support Advisor will have further information.

Monitoring and reviewing the policy

The policy will be reviewed and monitored regularly for the key purpose of ensuring that it is effectively addressing any needs identified regarding improvements required regarding behaviour within the school, it is being used consistently across the school and that the process is fair for all children and staff.

Points to monitor

- What/when/why are raffle tickets being given out?
- The number of class treats and how often; have 50 raffle tickets been obtained?
- How many warnings, yellow cards and red cards are being issued?
- Are there certain children consistently receiving red cards/warnings?
- Is their behaviour/attitude improving?
- Is the number of yellow/red cards being issued rising or decreasing?
- Are there big discrepancies between classes? If so, are there good reasons for this?
- How many lunchtime notes are being issued and what are the reasons for these?
- Do adjustments need to be made as a result of monitoring?

This behaviour policy will be reviewed regularly within the school's review cycle as part of the school development plan.

Questions to be addressed:

- How effective has the policy been in improving behaviour/ensuring behaviour is consistently good or outstanding within the whole school community?
- Does it address its stated aims?
- Does it address the day to day handling of behaviour issues?
- Is it being implemented successfully?
- Does it accurately reflect the ethos of the school?
- Is it accessible to all staff, including those new to the school or supply teachers?

It is intended to involve all stakeholders in the school, in reviewing the policy through: staff meetings, peer observations, school council, parent consultation, sharing good practice, assemblies, Governors' meetings and small group child interviews.

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Conclusion:

Northwold Primary School recognises the significance of positive behaviour within the school environment. It is our aim to nurture an enthusiasm for learning within a safe and happy community, so that all children can achieve their full potential. This policy is an important step in ensuring this can happen.

Date:

9/13

Adopted by Governors (Development Committee):

Formal Review date: April, 2016