

# NORTON PRIMARY ACADEMY



## Behaviour Policy

Autumn 2017

## Ethos

The staff at Norton Primary Academy work hard to create a calm and friendly atmosphere in which children will develop and thrive. By developing an atmosphere of consistency and trust we aim to foster positive attitudes throughout the school. **ALL staff have high expectations of children's behaviour and lead by their own example, displaying a corporate responsibility for the behaviour and conduct of pupils throughout the Academy.**

We recognise that there is a strong association between good behaviour and stimulating, engaging teaching. High expectations of teaching and learning ensure that work is presented in exciting and motivating ways, well matched to the needs of individuals. When working with children, staff are extremely aware of the need to 'Catch them being good' and strive to develop children's positive self-esteem in order to secure good learner behaviour.

Staff ensure that the learning environment is secure and safe. Well-resourced and attractively presented teaching areas encourage the children to become interested and caring members of the school family.

Parental support is highly valued and staff work closely with parents to promote a high standard of behaviour throughout school and beyond.

We aim to help children to develop a mutual respect for others and to help them to feel a sense of ownership and community within the school. With this aim in mind, children, staff, governors and the wider school community have worked hard to develop an appropriate behaviour policy suited to the needs of all pupils at our academy.

We have a very well-developed PHSE program based on the Rights Respecting School approach to support the teaching of good behaviour and citizenship through a package of circle time support materials. We follow the philosophy of the programme in our teaching of language to empower children to discuss emotions and feelings and make decisions, explain choices to children and develop a sense of personal responsibility in the child's ability to act. Building on this further the Rights Respecting Schools approach is also being incorporated throughout school in order to support our children's understanding of both their rights and responsibilities. This, coupled with the strong ethos, is brought together under the umbrella of 'Rights & Shine' which underpins our approach to community citizenship.

## **Our Aims**

Are that **all** members of our school community:

- are keen and eager to come to school;
- show interest in school life, and are involved in the range of activities the school provides;
- behave appropriately at all times, and are courteous, trustworthy, honest and show respect for each other and property;
- take responsibility for their own actions;
- form constructive relationships with one another;
- thrive in an atmosphere free from oppressive behaviour, such as bullying, sexism and racism;
- reflect on what they do and understand its impact on others;
- respect other people's differences, particularly their feelings, values and beliefs;
- show initiative and are willing to take on additional responsibility;
- have high levels of attendance and punctuality.

### **Maintaining good behaviour**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour. Staff will aim to always:

Ensure the work is matched to the needs of the children and that it is clear what has to be done by groups or individuals;

Be flexible and reflective to ensure that consideration is given to the variety of preferred learning styles;

Create an interesting, stimulating and attractive classroom environment, in which everything has its place;

Ensure that children are attended to effectively by moving around the classroom and avoiding queuing;

Be aware of what is happening in the classroom and immediate teaching and cloakroom areas.

Staff will support each other when necessary to ensure that difficulties are managed together. Teachers should not feel that they have to manage behaviour difficulties alone. Staff understand that good behaviour is a necessary condition for effective teaching and learning and work hard to support children in developing their own positive approach within school.

Following discussions with the children, the teachers have developed a set of school rules which we all aim to follow. The children are regularly reminded of these and they are displayed throughout school.

## Academy Rules

These are based on the principle that all children have the right to learn and all teachers the right to teach.

- **Safe:** be responsible for ourselves and care for others
- **Honest:** always tell the truth
- **Attitude:** be the best we can be
- **Respect:** value ourselves, others and our school
- **Engage:** actively participate in our learning

In addition to this children are also encouraged to:

- Come to school on time each day, ready to learn;
- Take ownership for their actions and pride in their work;
- Talk about their problems and listen to constructive comments;
- Behave well out of school- they are ambassadors for Norton Primary.

Children will be taught about good behaviour and staff will ensure that children are given explicit instruction in what constitutes good behaviour or manners and that these are rewarded as and when appropriate. All staff are expected to model such behaviours to pupils at all times.

Staff will always work to ensure that rules are applied firmly, fairly and above all **consistently**. They will listen to children, encouraging them to discuss problems, avoiding confrontation. The use of humour and distraction cannot be under-estimated in diffusing difficult situations. All classrooms will display class charters and adults will refer to this regularly ensuring that all pupils are also very clear about the sanctions which will occur should these not be followed.

Each class will then develop a class charter which is produced jointly to identify the rights of everyone within that class and which may then further focus on specific aspects of the school rules in order to actively improve learner behaviour as appropriate to the needs of the class group.

## Rewards

We understand the need to raise good behaviour through effective teaching and rewarding children's efforts. Our behaviour system is based on a scheme of rewards which are for individual endeavour but also promote teamwork. We also understand that rewards can lose their effect if they come to be expected or over-used. Rewards can be tangible e.g. a sticker or of a more intrinsic nature e.g. targeted specific praise, a pat on the back etc. Staff will ensure that rewards are used to their maximum effect by:

- Giving rewards as immediately as possible;
- Making rewards as specific as possible;
- **Never** taking away a reward;

- Being unexpectedly generous;
- Making rewards cumulative;
- Making rewards co-operative;
- Building in variety and surprise.

Teachers use carefully selected targets, which are directed at individuals groups or a whole class as appropriate to the needs of the children at any one time.

If behaviour falls short of our high expectations a yellow or red card may be given with sanctions appropriate (see sanctions section). Any red or yellow cards will be removed at the beginning of a new session to provide an opportunity to start afresh with the correct behaviour.

Further specific rewards include:

**1.Star of the Week** - a child who has worked very hard or behaved well, or demonstrated considerable effort in improving an area of their work / behaviour. A child from each class (and the Principal and Vice Principal) is nominated and their name given to the office. The parents are then invited in to school for a celebration assembly on Friday afternoons. Their photograph is shared on facebook if appropriate and in a celebration newsletter once a half term.

**2.Team Points** - children receive team points in their respective team for good behaviour, work, attitude or effort. Team points can be awarded to individuals, groups or classes who are working hard to follow the code of conduct, class or playtime rules. Team points are counted on a Friday afternoon by Team captains and announced in Monday's assembly with the winning team receiving a team treat at the end of each term. All children are placed in the same team as siblings and throughout the year events are held to foster the sense of team belonging as part of the wider school family.

**4.Top Table** – each week four children (two from each Key Stage) are nominated to dine at Top Table on Friday lunchtime each accompanied by a friend of their choice. The pupils are chosen for demonstrating good behaviour and manners at lunchtimes.

**5.Lucky Lunchtimes** – Lunchtime Supervisors reward good behaviour / attitude over lunchtimes with lucky lunchtime tokens. Each week four children are selected at random to receive a lucky lunchtime voucher for the week which entitles them to go first for lunch every day for a week with a friend.

The above rewards will be applied regularly by staff but may also be supplemented with some of the following amongst others:

- Verbal praise
- Positive comments written on work

- Smiley faces
- Positive messages sent to parents
- Stickers
- Sending a child to another teacher for reinforcement
- Phone call home

In KS1 we have introduced Golden time on Friday pm for 30 min, a record of minutes lost throughout the week is kept (minutes are lost for yellow/red cards)

### **Sanctions**

All children are expected to follow the academy rules. For those children who choose not to adhere to these rules the following procedures must be followed throughout KS1 and KS2.

- The child is given a verbal or non-verbal warning that his/her behaviour is inappropriate.
- The child is given a Yellow card as a reminder of their inappropriate behaviour and as a warning of the consequences of continuing such behaviour. The yellow card can be removed at any time should behaviour improve.
- Should the child continue to demonstrate unacceptable behaviour they will receive a Red card and go to the Team Leader/Vice Principal or Principal for a short period of reflection and discussion. At this stage the parents of the child will be sent a letter informing them of the isolation and asking them to speak with the child about his/her behaviour.
- Should the child continue to cause serious disturbance, the Principal will call for parents and the child may be excluded for the rest of the day. When parents cannot be contacted and a child must remain in school, parents will be informed by letter with any exclusion taking place the following day.

All incidents which result in a red card are recorded on the SIMS system at the office.

Within **Early Years** due to the age and development of the learners the behaviour approach is tailored specifically to the needs of the children. Throughout Nursery and Reception behaviour expectations are taught, modelled and revisited often both to whole groups and to individuals. A large proportion of time and expertise is taken in setting a very firm foundation for our youngest pupils. Rewards play an enormous part in this approach and the use of sanctions is both immediate and tailored to both the misbehaviour and the child's developmental stage. Parents are informed of any serious misbehaviour at the end of the day / session usually by the child's keyworker.

Very close liaison between nursery and reception staff supports behaviour expectations well. As children progress through Reception the approach used throughout KS1 is introduced as appropriate.

### **Serious actions which may override behaviour procedures**

If a child displays behaviour which is of a more serious nature the teacher / adult **may** override the procedures of yellow card warnings and send the child immediately to the Principal. Such instances might include a child:

Hitting another child or adult

Being openly defiant and refusing to following instructions which put the child or other children at risk

Leaving the group/class/working area without permission

A teacher/adult will bypass procedures and go straight to the Principal if a pupil does any of the following:

Swears openly in front of an adult in school / Swearing at an adult or child

Violence against an adult or child causing injury

Failure to leave the classroom when directed

Aggressive behaviour with furniture / equipment

### **Exclusions**

Where a behaviour is deemed to be of a serious nature this may result in a fixed term exclusion or a permanent exclusion pending an investigation in line with the DFE policy and guidelines. In such an instance parents are expected to bring the child to meet with the Principal upon their return to school in order to reaffirm expectations about acceptable behaviour and to reinforce home-school liaison. For all exclusions work is sent home with the child.

Additionally, should pupils persistently demonstrate inappropriate behaviour or an episode of serious misbehaviour at lunchtimes they may be excluded for a fixed number of lunchtimes.

### **Parental Support**

Parents are informed and supported in helping their children with the high expectations which the school has of behaviour. Information sheets, informal support and parent workshops will be used as and when suitable to ensure that school and parents work together to support good behaviour. Norton Primary Academy values parental support highly. Parents are informed about both good and poor behaviour, either directly through contact with staff or by letter. When children begin full-time education parents and pupils are expected to sign a home-school contract, as are children who transfer to school.

Parents are encouraged to talk to their children and support is offered from staff for such discussions to take place in school where appropriate. The Principal has an 'open door' policy and encourages parents to discuss their child's behaviour if this is appropriate.

The Parent Support Advisor plays a key role in supporting parents who may express concerns about their child's behaviour outside of school.

Discussions with class teachers and parents regarding behaviour are logged in the year group files by teachers. – this is logged on CPOMS

## **Support**

Children who present behaviour problems on a regular basis *may* be given further support to ensure SMART targets are set to improve good behaviour. Such targets will take careful consideration of the individual needs of the child. Staff who are concerned about persistent behaviour difficulties discuss provision with senior staff. Some of the strategies which may be used as part of our in-school management of such difficulties are:

- Use of individual home-school record books;
- Specific target and reward systems negotiated with the child;
- The use of circle time to discuss particular issues;
- The use of self-esteem building tasks e.g. work based on what a child can do or is good at;
- Roles of responsibility organised to suit the child;
- Targeted intervention work

## **Whole School Gatherings**

Staff support the person leading the assembly by ensuring that children are quiet on entry / exit and throughout the assembly to enable the person delivering to maintain high quality.

## **Lunchtimes / Breaktimes**

In order to support children's good behaviour we endeavour to provide as much quality support as possible in playground areas. Lunchtime supervisor posts are at times related directly to manage known areas of difficulty, for example refereeing / coaching the football matches which ensures disagreements do not then filter into the start of afternoon sessions.

UKS2 pupils act as PALs (Playground Activity Leaders) and Mentors at lunch and break times, they are readily identifiable in their red and yellow hoodies. Additionally, Year 5 and 6 children act as door monitors to supervise access to the toilets – each child must first ask permission of a lunchtime supervisor.



## **Playground Rules**

- 1.I stay within the section of the playground I am asked to.
- 2.I only use school playground equipment, using it in an appropriate way.
- 3.I do not play in a rough manner.
- 4.I stop when I hear a whistle.
- 5.I treat lunchtime staff with respect.

## **Dining room behaviour**

- 1.I move around the dining room carefully.
- 2.I say please and thank you when asking for my lunch.
- 3.I talk to only the people on my table in a quiet voice.
- 4.I use good manners when I eat my lunch.
- 5.I clean my plate / packed lunch when I am finished.

## **Line-up code**

1. I walk to the line following the teacher's instruction.
2. I make a straight line.
3. I leave a person space.
4. I walk in silence to the class.

Children are rewarded for playground behaviour either by the teacher or the lunchtime supervisors. The lunchtime supervisors have special stickers and are able to award team points for good behaviour at lunchtime too. The lunchtime supervisors pass on information regarding children who do not follow the playground rules. These are passed on to staff immediately following the lunch break to ensure that staff are aware of difficulties. In cases of extreme behaviour, lunchtime supervisors call on the Principal or senior member of staff for assistance.

## **Wet playtimes**

Children stay within their own class area. Activities are used which allow children to cooperate and remain calm. Teachers ensure that each classroom has a box of wet playtime activities which the pupils are aware of so that only appropriate equipment is used during this time.

## **Behaviour outside of school**

During off-site visits staff will have the same expectations of pupil behaviour and will group children accordingly in order to support these expectations. School may also take action regarding behaviour beyond the school day for

example where it may impinge on activity throughout the school day, when an incident has happened on the way to or from school or where it may damage the reputation of the school. This includes inappropriate use of the internet / social media platforms in some circumstances.

## **Bullying**

The academy has a strong policy of anti-bullying. Bullying is not tolerated and aims to provide an environment where bullying will not thrive. Where incidences of bullying are reported or observed the teacher will deal with any issues which arise sensitively with both the bully and the victim either on a one-to-one basis or through circle time. Parents will be informed as soon as possible for issues which are a concern. A senior teacher will be informed where issues arise which are persistent or worrying in nature.

Class teachers log initial discussions with parents / pupils on Cpoms and persistent / serious occurrences are logged on the bullying database.

See also Anti-bullying policy.

## **Racism**

The academy has a zero-tolerance of name calling and a comprehensive Single Equality policy in line with the DFE and LA. All staff are aware of the need to report any racist issues on the appropriate proforma. See policy for full definition and guidance.

## **Transition**

It is recognised that transition points at any stage in a child's school career can present difficulties so careful transition procedures are followed in school to minimise any potential impact upon behaviour. Information is shared explicitly between current and receiving staff in the Summer term. Transition arrangements enable all teachers to establish quickly expectations and routines which support good behaviour. Where pupils are transferring to secondary school both Y6 staff, SENCO and Principal liaise with receiving schools to support pupils for whom this may present a challenge in terms of behaviour. Reception staff also liaise closely with other providers to gain information about pupils who have not attended the school nursery.

## **Professional Development**

Keeping up to date on developments in effective behaviour management is integral to CPD within school for both new and established staff. For new staff it is a key part of their induction from their immediate leadership team member that they are introduced effectively to the school behaviour systems and the expectations of their conduct with pupils.

Staff regularly support each other through informal discussions and sharing of approaches for particular pupils sharing their expertise. Where a member of staff requires a more structured level of support appropriate provision is put in place. This may include the use of capability procedures where there are significant concerns regarding behaviour / classroom management. The impact of any support is monitored closely.

### **Use of Reasonable Force**

In line with DFE non-statutory advice all members of the school staff have the legal right to use reasonable force in a range of exceptional circumstances, the definition of which is taken as to be “reasonable in the circumstances” and no more than is needed in order to control or restrain. The rare decision to intervene physically will be down to the professional judgement of the member of staff, such circumstances *may include*:

- Prevent a pupil from physically harming a child or adult
- To stop a fight in the playground
- Prevent a pupil leaving the classroom where allowing them to leave would risk their or others safety
- Restrain a pupil at risk of harming themselves through physical outbursts

**Staff cannot ever use physical force as a punishment – this would constitute illegal behaviour.**

If such physical contact has been necessary it must be communicated directly to the Principal or most senior teacher on site who will record the incident and inform parents.

Any complaint about the use of reasonable force will be dealt with swiftly and transparently with the onus being on the person making the complaint to prove the allegation to be so. Procedures outlined in *Dealing with Allegations against Teachers and Other Staff* (DFE 2011) will be applied.

The need for staff training in restraint is reviewed regularly in terms of the needs of current pupils and would be sought when reviews identify needs for key staff.

### **Screening, Searching and Confiscating**

School will invoke its legal powers to search without consent where it is expected that a pupil has brought into school any of the following:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items

If such a search is required this will be undertaken by a member of staff of the same gender as the pupil and in the presence of the Principal or other senior teacher. Should any of these items be found they will be disposed of in line with legal guidelines, parents contacted and appropriate sanctions put in place.

School does not require a list of banned items however if there is concern that another inappropriate item has been brought into school staff are able to search with pupils consent i.e. asking pupils to turn their pockets out, open bags etc. Should a pupil refuse to comply with this request this will be taken as a breach of our behaviour expectations and appropriate sanctions applied.

## **Complaints**

The Governing Body has a general complaints procedure. If a pupil or parent feels that the measures or sanctions in the behaviour policy are unfair, or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. It is usually best for issues to be resolved informally, but parents and pupils are made aware of their right to make formal complaints about disciplinary (and other) matters.

Where a pupil is found to have made a false or malicious allegation of abuse against a member of school staff (or indeed another pupil), this is a serious matter on which the academy will take appropriate action.