

North Newton Community Primary School

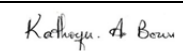


Positive Behaviour and Relationships Policy

Policy review cycle

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	March 23	D L Leach	July 24

Policy ratification

Role	Name	Signature	Date
Chair of Governors	Kate Bown		22/05/2023
Head Teacher	Deborah Leach	<i>D L Leach</i>	22/5/2023

Policy review cycle

Date	Details
15.5.23	Updated and re-written. Review July 2024

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

- The special educational needs and disability (SEND) code of practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

VISION

Together we Achieve.



safe | prepared |
together | achieve |
aspire | believe

At North Newton **we continually** reflect on our provision and are constantly looking for ways to improve what we offer the children in our care. We work hard to maintain an **honest, nurturing culture** between staff and pupils, where every child is encouraged to develop resilience and respond positively to feedback. Our planning and next steps are responsive to everyone's needs. We are proud that our children feel happy, safe and engaged in their learning. Our values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens

Threaded through all we do are our 6 key themes:

Safe: Ensure a safe, secure, and caring environment in which our children are able to learn.

Prepared: Support children to be prepared to take a risk and be innovative.

Together: Together we can all discover, learn, grow and succeed.

Achieve: No matter who they are, every child can make progress and achieve great things.

Aspire: Nurturing curiosity, resilience, respect and excellence to thrive in our world.

Believe: Believing in the children, to see them grow and understand that nothing is out of reach.

This policy sets out the expectations of behaviour and attitudes to learning expected at North Newton Community Primary School, ensuring that all children and adults feel safe in our learning environment.

Rationale

As a school we feel it is vital to promote a caring and supportive environment in which all members of the school community feel secure and respected, which promotes good behaviour. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum.

Aims:

Our three main 'behaviour' aims are to for all staff and children to be:

- **Prepared**
- **Respectful**
- **Safe**

These aims are achieved by:

- Encouraging children to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- Providing a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for

excellence, using challenging, active and creative personalised learning.

- Enabling staff to support children with their behaviour through providing children with strategies to manage their own behaviour.
- Maintaining a calm and purposeful working atmosphere.
- Ensuring that all children and adults have a sense of belonging, feeling safe, secure, and valued.
- Providing a clear, fair and consistent approach to behaviour.
- Fostering, nurturing and valuing, strong healthy relationships.
- Ensuring that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Ensuring that there is complete consistency from all staff in the implementation of the policy.

Rights & responsibilities

Our high expectations of the way all members of the school community should behave towards one another are based on rights & responsibilities.

We expect everyone: to be hard working and to try to do their best at all times.

- To be respectful towards others.
- To be polite, friendly, and helpful.
- To be thoughtful and caring of one another.
- To care for personal property, books and equipment and the school as a whole.
- Above all, be kind!

This expectation includes behaviour outside school, on all educational visits, sporting events and all behaviour when the pupils are wearing school uniform in a public place.

Expectations:

We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated.

We expect children to:

- Follow the three school aims: **Prepared, Respectful, Safe.**
- Be respectful to one another, speak calmly and courteously.
- Arrive in school on time, wear our school uniform with pride, bring the correct equipment for learning.
- Speak to an adult if they have any concerns.

- Work restoratively to avoid conflict and respect the right of others to be different.
- Listen to the views of others and accept their rights to hold those views.
- Respect the school building, facilities and equipment.

We expect that staff will:

- Follow the three school aims: **Prepared, Respectful, Safe.**
- Be role models for pupils and peers.
- Encourage pupils to show respect for members of the community and the environment.
- Speak politely and calmly and respect everyone's personal space.
- Develop positive relationships with pupils, parents and colleagues.
- Treat all members of the community equally, fairly and consistently, meeting their individual needs.
- Praise positive behaviour, learning & effort, using verbal praise, house points, Headteacher/Senior Teacher Awards, Weekly/half termly certificates.

We expect that parents and carers will:

- Follow the three school aims: **Prepared, Respectful, Safe.**
- Work in partnership with the school staff to ensure that their child can achieve to the best of their ability.
- Respect school decisions and follow procedures within policies.
- Ensure that their child is **in school on time, dressed in the correct uniform** and has the correct equipment e.g. PE kit.
- Support their child with their learning at home.
- Support the school in modelling polite, calm and orderly behaviour.
- Encourage their child to show respect for members of the school community and the environment.
- Work with the school to ensure their child follows the three school rules to be: **Prepared, Respectful, Safe.**

Praise and sanctions:

We always **Praise in Public (PIP)** and **Discuss in Private (DIP)**

We have in place a variety of praise systems to promote positive behaviour:

- Clear and concise expectations of behaviour will be described, modelled, and encouraged throughout the whole of the school day to ensure that all children understand what is appropriate.
- Unconditional positive regard always reinforced with all pupils and stakeholders.
- Verbal and written praise from the class teacher or other adult in school for demonstrating good learning, effort, or behaviour. This can be verbal and/or in the form of House points, Headteacher awards.
- Children who are asked to share their learning or who have been recognised for demonstrating our school aims brilliantly, will be asked to share this with the Headteacher and receive a Headteacher certificate and sticker which will also be presented in the Celebration Assembly.

Celebration Assembly:

Any child showing good effort, a responsible and caring approach or any pleasing attitude and behaviour, will be rewarded by being included in the Celebration Assembly and they will receive a special Headteacher's award sticker and certificate.

We understand that occasionally children will behave inappropriately for a variety of reasons. When children display this behaviour, there are several layers of consequences in place to encourage them to self-regulate their behaviour in a positive way. The context of the situation is to be always taken into account.

- It should be explained to the child that they have made a wrong choice, linking feelings about the behaviour choices and not the child.
- Children are not defined by an event. Mistakes are made and should be learnt from. Once a situation is dealt with it is finished and this needs to be clear to the child.

All staff will follow the stages agreed as a whole staff when discussing behaviour choices with a child. Using the language of **Prepared, Respectful and Safe**, at all times.

Sanctions:

When pupils show unacceptable behaviours there will be times when sanctions need to be applied, but we make a very clear distinction between the behaviour and the person.

Restorative approach:

Our 'Behaviour Stages' are a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT - for everyone by listening to other opinions and learning to value them.

RESPONSIBILITY - taking responsibility for your own actions.

REPAIR - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

North Newton School uses restorative approaches to encourage everyone to take responsibility for their behaviour. This approach starts with a restorative enquiry, if conflict arrives, over low-level concerns i.e., friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Supporting the escalated behaviour of pupils with Special Educational Needs:

For pupils with significant social, emotional, or behavioural needs, advice will be sought from appropriate outside agencies and their recommendations will always be fully implemented. A Success Plan will be created, targeting specific needs and detailing strategies to support the child. For pupils who are at risk of exclusion, or on a part time timetable a Pastoral Support Plan (PSP) will be put in place. These will be regularly reviewed including consultation with the child, parents, school staff and relevant outside agencies. Where a child has significant issues surrounding attachment, self-esteem or trust, the class teacher and other adults working with the child will plan strategies to manage that child's behaviour consistently and according to their emotional needs. These plans will always include a conversation with all Staff about the needs of the pupil and how those strategies can be managed over the lunchtime and

extended school period, as all staff involved need to work collaboratively. However, over time the pupil must also make an effort to improve their behaviour too.

Suspensions: At times, it might be necessary to consider issuing either a suspension or a permanent exclusion. The Head teacher will decide whether or not to suspend a child from school according to the severity of the incident and following the guidance in DfE Behaviour in Schools. After two internal suspensions the next steps will be an external suspension, depending on the severity of the incident. The school will consider whether an internal exclusion would be more appropriate depending upon circumstances.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

On return to school after an external suspension, the pupil and parents/carers will be invited to meet with the Head teacher or member of the Senior Leadership Team for a reintegration meeting where expected behaviour will be agreed. This will include setting targets for any changes in provision and for improved behaviour.

Permanent Exclusions: These will only be used in the most exceptional and extreme circumstances. Governors and Somerset LA will always be involved, and County Policy followed.

It is to be hoped that permanent exclusions at North Newton Community Primary will not be necessary. However, if a child's behaviour is a serious concern impacting on the safety, learning and wellbeing of the pupils and staff in the school, permanent exclusion may be necessary. North Newton Community Primary we will follow the DfE Behaviour in Schools Guidance November 2022.

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

The Headteacher will use their professional judgement based on the individual circumstances of a case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.

- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. The school will have the confidence to sanction children when their behaviour online causes threat or harm to another child or staff member if the behaviour could adversely affect the reputation of members of the school and its wider community.

Bullying

When children work and play together, sometimes they may fall out with one another. These situations need to be dealt with as they occur, and we try to discuss these events with the children and teach them how to solve these problems and work out their friendships themselves. These one-off events are very different to bullying.

We define bullying as:

Regular and persistent behaviour by one child or a group of children against another.

This may take the form of:

- Verbal abuse: name calling, swearing, cruel remarks etc.
- Shunning: face pulling, ignoring, pointed failure to include a child in any activities, etc.
- Constant teasing: hiding belongings etc.
- Physical abuse: pinching, hitting, bumping, punching etc.
- Cyber bullying.

As a school we are vigilant and seek to intervene as quickly as possible where behaviour is inappropriate and upsetting an individual or group of children.

Although incidences of 'bullying' are rare we know that bullying can occur, and we take it very seriously. The children are encouraged to tell us when someone is worrying them and indeed if they see someone worrying another child. We take a preventative approach, including circle time, with an emphasis on prevention rather than cure. We provide role play situations; we look for behavioural changes and constantly remind pupils of our school rules. **The school will not accept poor/unacceptable behaviour and immediate action is taken and parents/carers are fully involved.**

For the children we:

- encourage them to be confident, be brave, not to join in & to tell someone if they see unkind behaviour.
- encourage them to say 'no' confidently and walk away.

For parents/carers we:

- encourage parents/carers to inform us of any changes in their child's behaviour that are causing concern.
- encourage parents/carers to report any information their child shares with them regarding poor behaviour towards themselves or any other child.

Monitoring, evaluation, and review

Our behaviour policy will be monitored on an ongoing basis by the SLT. The policy will be discussed with governors once a year and agreed by them. The policy will be shared & discussed with all other members of staff once agreed to ensure full understanding & implementation across the school.

Behaviour stages - EYFS/Key Stage 1

1. Verbal Reminder:

- I can see that you are choosing to ...
- I've noticed that...
- Remember the expectation for...
- This is what I'd like to see...
- Praise a child who is making a positive behaviour choice.

2. Verbal Caution:

- I can see you are choosing to...
- Can you remember when we had the last conversation and I asked for...
- At the moment I haven't seen that...
- If there is something you need to tell me, or I can help with...

3. Pupil is moved within the class:

You have chosen to... I want you to think about making the right choice...

4. Pupil is guided to another space/classroom by an adult

Child may be reintegrated at this point if they are showing they are 'ready to learn'.

5. Pupil is sent to another class for 10 mins to reflect

6. SLT called for:

- **Discussion regarding** behaviour choices with a member of SLT.
- Repeated visits to SLT: parents informed by Class Teacher.
- Repeated visits to SLT: letter home to parents and parents invited in to discuss a behaviour support plan.
- Repeated visits to SLT: letter home/phone call to parents to discuss a behaviour support plan with Headteacher.
- A restorative conversation will happen, and the incident logged on My Concern (internal monitoring system).

7. Refusal to work with SLT: parents will be called.

For any of the following:

- Use of offensive language.
- Use of physical violence towards others or property.
- Use of threatening/intimidating behaviour towards others.

- Deliberately spitting and/or coughing at someone.

SLT will be involved straight away, and parents informed.

Behaviour stages - Key Stage 2

1. Verbal Reminder:

- I can see that you are choosing to ...
- I've noticed that...
- Remember the expectation for...
- This is what I'd like to see...

Leave quickly and find a child doing something positive to provide a role model?

2. Verbal Caution:

- I can see you are choosing to...
- Can you remember when we had the last conversation and I asked for...
- At the moment, I haven't seen that...
- If there is something, you need to tell me, or I can help with...

3. Pupil is moved within the class:

- You have chosen to... therefore...

4. Pupil is guided to another space/room to work

When the child is ready to learn, reintegration may occur.

5. Remain behind at the end of the lesson for 5 minutes to discuss behaviour choices.

6. SLT called for:

- Discuss behaviour choices with a member of SLT.
- Reflection time in the library at lunchtime to discuss behaviour choices.
- Repeated visits to a member of SLT: parents informed by Class Teacher.
- Repeated visits to SLT: letter home/phone call to parents to discuss a behaviour support plan with Headteacher.

- A restorative conversation will happen, and the incident logged on My Concern (internal monitoring system).

7. Refusal to work with SLT parent called.

For any of the following:

- Use of offensive language.
- Use of physical violence towards others or property.
- Use of threatening/intimidating behaviour towards others.
- Deliberately spitting and/or coughing at someone.

SLT will be involved straight away, and parents informed.

For both Key stages:

Guidance for Suspensions and then Permanent exclusions will be followed accordingly.

Behaviour Stages at Playtimes:

Stages:

1. Verbal warning.
2. Verbal caution.
3. Stand near adult for 2 minutes.
4. Refusal to stand by adult SLT called for.
5. EYFS/KS1/KS2 - class teacher informed.

Appendix 1A : REWARDS FLOW CHART

Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy. We distribute rewards to pupils either for consistent good work, citizenship, or behaviour, or to acknowledge outstanding effort or acts of kindness in school. This list is not exhaustive.

- Greeting each student positively at the door/gate,
- Giving specific behaviour-related praise throughout the lesson/day,
- Verbal praise,
- Non-verbal praise e.g. Smilie face, written comment in their learning,
- Give roles of responsibility (monitors),
- Class Successful Learner of the Day,
- Positive comments when marking work,
- Display class work/ show to other pupils,
- Referred to Head Teachers or SLT for recognition,
- Opportunities to show work to other adults,
- House points,
- Celebration Assembly Certificate,
- Headteacher's Award/Sticker.

Daily

- Certificate - Celebration Assembly
- Reading Certificates
- Referred to Head Teachers or SLT for recognition.
- House points
- Give roles.

Weekly

- House Point Reward Session/Activity
- Yearly Cups for achievement
- Headteacher's Tea Party
- Postcard home from Headteacher

Longer
Term


SANCTIONS AND CONSEQUENCES The school employs a number of sanctions & consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Consequences We believe that a child must become aware of his or her own actions and as a result the consequence of this.

Stage 1 - Class Teacher - A Restorative approach will be used (See section in main policy)


- The Class Teacher deals with minor breaches of discipline in a supportive and fair manner, having regard to the age of the child and any disability.
- Each class agrees a set of class rules (class code) at the beginning of each year, and these are displayed in the classroom.
- Each case of misbehaviour is treated individually according to the child's specific needs. Generally, children are reminded that they are responsible for their own actions and that choosing to break rules has consequences.
- Vulnerable and SEN children for whom behaviour is an issue will have specific behaviour Plans/red scale plans which outline agreed sanctions.
- We expect pupils to listen carefully to all staff. If they do not do so and do not respond to positive reinforcement, we ask them to either move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task during playtime when they will be supervised by a class adult. (This should be recorded as a concern in the class book).
- Normal sanctions include an oral reprimand and reminder of expected behaviour (refer to class code), loss of free time (such as break times with class adult supervising), moving in class to sit alone, writing a letter of apology and loss of a responsibility.
- Give the pupil a time and place to reflect/think. It is important that the child and not the adult does the thinking.

Stage 2 - leading to SLT and SENDCO

- If the unacceptable behaviour is persistent or recurring the class teacher makes, contact with the parents. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.
- The SENDCO, Pastoral Worker or Home School Liaison Worker may become involved with repeated or serious one-off behaviour incidents in the playground.
- If a pupil misbehaves repeatedly, the child may be given time out, or taken with class TA to another class (MLT class) until s/he calms down and is in a position to work sensibly again with others.
- All repeated disruption or inappropriate behaviour must be recorded on the Class Behaviour Log on 'My Concern'.
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and removes the rest of the class from the area, leaving the TA observing the pupil.
- If the TA is in possible danger the SLT/SENCO is called for to support staff. (SLT informed if the occurrence is more than once in the school day or a member of staff or child has been assaulted). SLT contacts parents to arrange meeting and informs the HT. A behaviour contract may be put into place during this meeting.
- If a pupil threatens or hurts another pupil, the class teacher records the incident in the behaviour log (My Concern) and the child will experience sanctions through a withdrawal of privileges.
- The next step sanctions may include school-based community service such as picking up litter, tidying a classroom; helping clear up the dining hall after mealtimes.
- The perpetrators parents/carers will be informed. The victim's parents/carers are also informed by the Class Teacher (HSLW may do this if they are involved with the pupil).

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- If a pupil reaches 5 incident entries in behaviour log (On My Concern) during any half term, discuss with SLT/SENCO about whether an invitation is extended by the class teacher to the parents/carers to attend a meeting to determine how the pupil's behaviour can improve.

Stage 3 - SLT/HT - TAS - External Agencies

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- A verbal warning from the SLT and a suitable punishment (usually the loss of one day's play incident recorded in class log on 'My Concern').
 - SLT and/or SENCO meets with Parents/Carers to inform them of the child's unacceptable behaviour. Parents/Carers and child are informed that this situation should not happen again or there will be further sanctions.
 - Behaviour contract established & EHA completed if appropriate.
 - Withdrawal from class for sessions or part of sessions, if necessary, with assigned support assistant, linked with a Behaviour Support Plan. (SENCO & SLT involved).
 - If possible, a spell of working in the library or with SLT for a period of time.
 - Following this a repeat of unacceptable behaviour would then result in a call from the SLT to the parent inviting them to a meeting with SLT, SENCO & HT.
 - A referral to TAS would be made with parental consent if possible.
 - SENCO may discuss with SLT about Play Therapy provision.
 - • An internal suspension from the classroom- this involves the SLT/HT deciding a child being placed away from other children for a limited, and clearly identified period of time. The time will be used constructively for the child to progress with their learning, and to consider their behaviour. Parents will be informed.
 - If, after this, the behaviour is recurring a fixed term suspension procedure may be considered. (DHT/SENCO/HT will request support from TAS).
 - Incidents will not automatically result in a fixed term suspension, the type and frequency of incidents & any disabilities the pupil may have will be considered by the Headteacher).
 - If the child involved is not able to modify their behaviour following a TAS referral and support, a fixed term suspension then may be considered.
 - If a disabled pupil repeatedly acts in a way that disrupts or upsets others, a multiagency panel meeting will be called to discuss strategies for this child.
 - All incidents or alleged incidents of bullying or racist behaviour will be fully investigated and recorded. Banter will not be accepted as an excuse. All such confirmed incidents will require a face-to-face meeting organised by HSLW or SLT between the victim and the perpetrator to take place where the seriousness of the situation is highlighted; the feelings of the victim discussed, and a commitment gained from the bully that all bullying will stop. A meeting is scheduled a fortnight later, as a follow up. A second meeting is arranged a month later where the victim can say whether bullying has stopped or not.
 - The Headteacher may seek advice from other agencies before issuing a Permanent Suspension, (a permanent suspension cannot be made by staff deputising for the Headteacher).
 - If the behaviour of a child is significant and it is deemed unsafe for the child to attend a school trip/residential visit, the parents will be informed, and a meeting arranged. Alternative learning provision will be made for that child.

Children are encouraged to reflect on their choices and understand the implications their actions may have for themselves or others. If a child makes an inappropriate behaviour choice, they are spoken to by an adult in the school and helped to understand why that behaviour is not acceptable. Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving the school premises without permission, significant verbal abuse, refusal to work, and disruptive behaviours. It is unusual for whole groups or classes to misbehave and therefore unreasonable to punish accordingly.

Key of Terms:

SLT - Senior Leadership Team

HT - Head Teacher

SENDCO - Special Education Needs Coordinator

SEN - Special Educational Needs

TA - Teaching Assistant

TAS - Team around the school

TAF - Team around the family

EHA - Early Help Assessment

HSLW - Home School Liaison Worker