

Newcroft

Primary Academy



Newcroft Primary Academy
Aspiring for Excellence

Behaviour Policy

2017-2020

This policy is reviewed every three years and was agreed by the Governing Body of Newcroft Primary School in Spring 2017 **and will be reviewed again in Spring 2020**

Signed: _____ Chair of Governors

Date: _____

Statutory Policy

Behaviour Policy

Aims and Vision



Introduction

Every institution depends upon its members behaving in certain ways to achieve its purposes. A school's central purpose is concerned with children's learning. Good behaviour makes both effective teaching and learning possible. Bad behaviour disrupts these processes.

In the school, we define good behaviour as conduct that assists the school to fulfil its function; primarily, the full development of abilities and social skills of the pupils. We expect our pupils to transfer these positive behaviours beyond school at all times (e.g. on the journey to and from school)

At Newcroft Primary School we pursue a positive, assertive approach to discipline. We believe that our school should be a happy and secure place for all. We aim to teach every child how to behave in a responsible and self-disciplined manner and how to care about the needs and rights of others.

Policy

The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the Head teacher.

Class teachers and teaching support staff (HLTAs, TAs and LSAs) have day to day responsibility for the discipline of the children in their classes. They share the responsibility for the sensible behaviour of all children in and around the school with all staff who work within our school community. This should always be managed **within the context of whole school policies**. A caring classroom atmosphere helps to reinforce good behaviour. Midday supervisors share this responsibility during the lunchtime.

A **happy, caring environment** is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond to a caring system that appreciates their needs and strengths.

Appropriate behaviour is a priority and is insisted upon at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school, its wider community and the people around them.

Self-confidence and self-esteem are important. Praise is given for politeness and for good or improved behaviour. The school uses the SEAL materials to help develop these qualities through classroom teaching.

Support staff, part time teachers and supply teachers are informed about problems facing particular children and of the methods being employed to overcome these problems. In this way the children can benefit from a **consistency of approach**.

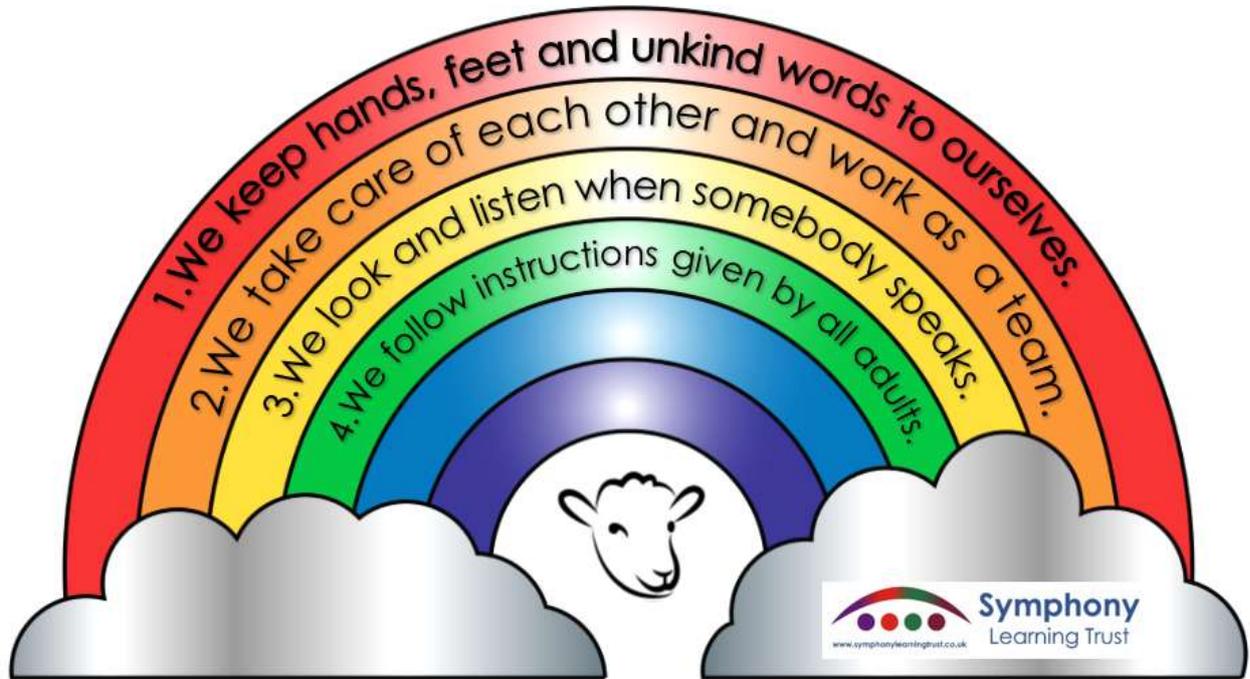
When necessary, children are given guidance on how to support a child who has been a victim of aggressive behaviour. See *Appendix 1 (If someone is being unkind to you)*

If necessary, behaviour modification programmes are negotiated for specific children.

Newcroft Primary Academy – Rainbow Rules

At Newcroft we have devised a set of rules that we encourage the school community to consider at all times during the school day. These are:

Newcroft Primary Academy – Rainbow Rules



- 1. We keep hands, feet and unkind words to ourselves.**
- 2. We take care of each other and work as a team.**
- 3. We look and listen when somebody speaks.**
- 4. We follow instructions given by all adults.**

Because these are our Rainbow Rules, each one is assigned a colour to help the adults and children to reference them easily

These rules have been drawn up in consultation with the children. They are displayed in each classroom and the children's attention is drawn to them regularly. The staff, governors and pupils will review the policy at least every year.

Individual classes consider the rules and what these look like in everyday practice. They may develop their own class rules to break these down further.

Out of School Visits

We are proud of our school's reputation. When pupils are engaged in out of school activities we expect the same high standard of behaviour as in school – based upon the *Newcroft Primary School's Rainbow Rules*.

Rewards system

Rewards are used to encourage children to take part in school life with an understanding of the importance of:

- Behaviour for learning
- Empathy for others
- Selflessness
- Ambition and motivation
- The rights of everyone

It is important that incentives and sanctions are used fairly, firmly and consistently. The positive aspects of praise and reward should be emphasised, and as such good behaviours should be actively looked for in our school. Good behaviour is an expectation of the children and is often rewarded with certificates which count towards house points and an overall house competition. It is important that all teachers and staff use the same system in order to have a whole-school approach to behaviour management.

Merit Certificates

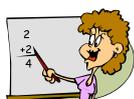
A guide for parents

Rewards system

Dojo Points at Newcroft

In order to continue to celebrate the achievement of pupils in different areas and make these explicit, '**Dojo points**' are to be awarded. Children will score points for showing great:

Mathematics	English	Effort	Creativity	Helping others	Homework
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- **Mathematics points** will be awarded for hard work and/or excellence in maths (points can also be awarded for full marks in mental maths tests, or huge improvement)
- **English points** will be awarded for fantastic writing showing great learning (points can also be awarded for full marks in spellings)
- **Effort points** are awarded for battling when things are hard
- **Creativity points** are linked to subjects other than Maths and English
- **Helping Others** points are for selflessness (for example, holding open a door or helping when someone is in need)
- **Homework points** are given to pupils for completing all of the Compulsory Homework each week (1 point). Shorter term and longer term optional homework tasks (i.e. Lemon Curd, Strawberry Jam or creative homework) will also be rewarded with a dojo point.

Each week, the Ambassadors will count up the points for each House in all classes and these totals go towards the half termly house trophy. This is to help children see how they can impact upon their 'team'.

Dojo points are scored online at www.classdojo.com

Children can watch as their points grow and parents, who share email details with us, will be able to see how their child is doing in each of the specific areas of achievement. The class teachers will each get in touch with you about how you'll be able to do this.

Ultimately, the 'instant' and 'fun' nature of Dojo points is in the best interests of the children. For multiple Dojo Points, children will receive special, glossy merit certificates in the next available celebration assembly:

Bronze – 20 Dojo Points	Silver – 80 Dojo Points	Gold – 160 Dojo Points	Platinum – 260 Dojo Points
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Houses

Cheetahs = red

Leopards = blue

Lions = yellow

Tigers = green

This whole school approach to rewards enables us to monitor the success of the system and provides a framework for all members of the school community to work by.

All members of our school staff, including temporary and supply staff, are made aware of the rewards system and are supported in taking an active role in both modelling and implementing it.

Minimum Expectations

The classroom/learning area should be tidy – always paying close attention to health and safety. Anything dropped on the floor should be picked up immediately. Fire exits should be kept clear. These are as much the responsibility of the children as the adults.

Conversation in the classroom, at all times, should be linked to school work; there should only very rarely be minor behaviour problems because social conflict is avoided by children focusing 100% on the learning task at hand.

Poor 'behaviour for learning' should be challenged and children's attention drawn to the Rainbow Rules. Poor 'Behaviour for Learning' includes:

- Talking over the adult or other children
- Raised voices
- Wandering around the classroom
- Shouting out
- Not facing the adult/teacher
- Being apathetic to whole class questioning or discussion
- Bringing playground issues into the classroom

Most importantly, it is expected that all pupils and adults in the class give their *full attention* to the adult/teacher leading the session.

It is essential that pupils' behaviour does not negatively affect the learning of others.

For some children with specific difficulties, this policy will be differentiated to enable the child to be successful. Some children have more problems with social interaction and with accepting authority. In these rare circumstances, the school will work closely with the child, families and external agencies to help the child to conform to expectations which support 'good order' in the school.

Teachers should avoid 'moving' children in the classroom due to social problems. The behaviour for learning should be such that social problems do not arise in the classroom. If parents are unhappy that their child is falling out with other children on their table, the teacher should address this by asking themselves why the children are having the opportunity to fall out.

Differentiation

Some of our pupils have differentiated approaches attached to dealing with their behaviour. As such, the Behaviour Policy is adjusted to meet their needs. If in doubt about dealing with a child's difficult behaviour, staff should refer to the **Head of School (Elizabeth Hallam)** if not the class teacher. If necessary, the Head of School can help to implement specific behaviour plans for individual pupils.

We like to treat pupils in a calm manner, but there will of course be occasions when a firmer tone is required. Often, a 'private' conversation with the child (without the audience of the rest of the class) has a positive impact upon the pupil's understanding of their behaviour. 'Private' enables the conversation to take place more effectively, without the child feeling embarrassed in front of other people.

Sequence of consequences

For behaviours which threaten the 'good order' of our learning environment and impact upon other children or adults' well-being or learning opportunities the following consequences should be used (in order):

1. Firstly, a 'look'.
2. Secondly, they will be verbally reminded of the expected behaviour (**referring the child to the school's 'Rainbow Rules'**).
3. Next, their name could be written on the whiteboard. This is an official warning. They are reminded that good behaviour could lead to their name being rubbed off the board.
4. Next, they will lose 5 minutes of play time in exchange for reflection time. They are reminded that good behaviour could lead to them regaining that amount of play time.
5. For further disruptive behaviours during the same lesson, the child will spend 20 mins in a paired class. The child will take their work with them.
6. If further disruptions occur they are sent straight to a senior member of staff to explain their actions. They will also get a note sent home, and exchange a whole break time for 15 minutes of reflection time.
7. If the behaviour is linked to aggressive or other inappropriate behaviours at breaktime, the Head teacher may decide that the child will miss an entire breaktime or lunchtime play in the interests of the safety and well-being of other children

If the behaviour choice is deemed to be sufficiently disruptive, they could be sent straight to a senior member of staff.

1. *In the following cases, the Head teacher may request that parents come in to school to discuss their child's behaviour and to agree to work in partnership to improve it
 - a. Persistently disruptive behaviour in the classroom which interrupts the learning opportunities of the rest of the class
 - b. Intimidation or aggressive behaviour on the playground
 - c. Stealing
 - d. Racism
 - e. Homophobia
2. For further persistent disruption in line with the previous paragraph (i.e. more than once in a given period of time, based upon the age and understanding of the child), the head teacher may choose to impose:
 - a. A fixed term lunchtime exclusion (in order to ensure the safety and well-being of other pupils)
 - b. A fixed term exclusion (either for the above reason or to help maintain good order and a positive learning environment for all pupils)
 - c. A permanent exclusion (with the authority of the governing body)
(in each of the above cases, the Head teacher will refer to the Local Authority guidance on exclusions – 'unofficial' exclusions will not be imposed as they are illegal)

**It should be noted that behavioural problems only extremely rarely reach number 6 or beyond*

In all cases above, the school staff will investigate incidents in a fair and open manner, giving all children the opportunity to 'have their say'. It will be up to the investigating adult to decide (based upon all of the information provided) the most accurate picture of events. We request that parents trust the school staff in their impartiality and work with us to help bring about improvements in behaviour where they are required.

All records of behaviour incidents are kept in a file in the Head teacher's office.

At all times, teachers should be looking for children behaving in the right manner and, whilst not rewarding behaviour which could be deemed as 'the norm', all school staff should use opportunities to praise children who act as positive role models to others. The most prominent behaviours in our classrooms should be the positive ones and these are rewarded with house points if they are above the expected norm.

The same system is used at playtimes and lunchtimes (lunchtime supervisors record behaviour issues in their record books – which are monitored on a fortnightly basis by their line manager)

There is **no detention after school and there is no corporal punishment.**

Hierarchy

The order of responsibility for dealing with serious incidents is:

1. Mr Alex Smythe - Executive Head teacher
2. Mrs Elizabeth Hallam – Head of School
3. Mrs Carole Atkinson – Assistant Head Teacher
4. Mrs Alison Burton / Miss Louise Hunt/ Miss Louise Ogle

Any of the above who deal with incidents of serious poor behaviour should complete the Behaviour Incident form (see appendix 4) and this is then stored in the Head teacher's file.

Physical Restraint

There may be extremely rare occasions upon which physical restraint of pupils is deemed necessary, reasonable and justifiable. There will always be at least two members of staff who have undertaken training in Physical Restraint (TEAM TEACH) (currently **Alex Smythe and Jayne Penman**). As far as is reasonably practical, *only* these members of staff will be called upon to carry out restraint. Restraint of pupils would only be taken in the circumstances outlined in the law relating to this subject (see Section 550A of the Education Act 1996: The Use of force to Control or Restrain Pupils. For further clarification, see appendix 2 and appendix 3).

Exclusion

A pupil may be excluded from our school at **lunchtime** if his/her behaviour is so serious that he/she either represents a danger to himself/herself or others – this will reflect national guidelines.

If a pupil is being disruptive in lessons and his/her behaviour is so serious that he/she either represents a danger to others, or is significantly stopping other children in the class from learning, the Head may need to temporarily exclude the pupil from the school for a fixed

period of time. Such action would always be reported to the Chair of Governors. If a permanent exclusion is likely, the school will refer to the LA policy on exclusion.

Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.

Our school has adopted the LA's policy on exclusion.

Equality Statement

At Newcroft Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Monitoring of the Behaviour Policy

The Head of School will continually monitor the application and effectiveness of this policy. The governors with responsibility for pastoral issues will also monitor.

If someone is being unkind to you



Always tell someone
in school

1. Tell your Friend and / or a School Councillor. Then Tell your Teacher

Start **T**elling **O**ther **P**eople

Your teacher will talk to the pupil who is being unkind on the same day if possible, and check to see that the problem has stopped.

2. If the pupil continues to be unkind, tell Mrs Hallam

She will talk to the pupil privately. She will remind him/her that he/she needs to stop being unkind. The pupil may miss five minutes play at both playtimes.



3. If the pupil still continues to behave inappropriately, tell Mrs Hallam again and she will speak to Mr Smythe who will...

- speak to the bully and explain that he/she has to miss his/her playtimes for two days – at least.
- write to the pupil's parents to explain what has happened and them into school.
- explain that playtimes will be missed until the bully starts to behave kindly towards others.



Hopefully, the bully will realise that he/she is being unkind and change their behaviour.
The problem should stop.

4. If the bully still cannot behave as we would expect in our school...

- Mr Smythe will meet with the bully's parents and explain the outcome of the meeting.
- Mr Smythe will meet with our governors and ask them whether they wish our school to keep someone who is so unkind to others.

Remember. **Bullying** is something that happens **S**everal **T**imes **O**n **P**urpose

If you fall out with your classmates (we all fall out from time to time) an adult in school will help you to resolve your problems. If you are worried about anything, you can also put a slip into the **worry box** to speak to one of the **pastoral support team**

Physical Restraint

The school will have at least two members of staff who are trained in the use of physical restraint in low risk settings.

We are required by law to include within our Behaviour Policy a section on the physical restraint of children (Section 93 of the *Education and Inspections Act 2006* - DCSF non-statutory guidance *The Use of Force to Control or Restrain Pupils*). It is not part of our Behaviour Policy to physically manhandle children, and in the normal course of events it is unnecessary. However, there are occasions when we will touch children - giving them a guiding hand, congratulating them, comforting etc. (reference here should also be made to the school's Child Protection Policy)

Aims of the Restraint Policy

Our aim throughout is to maintain good discipline and to care for each child. Consequently, members of staff will guide a child verbally, but they will only restrain if a child is unwilling to comply with reasonable requests. All members of staff are authorised to act on the Head teacher's behalf, should the need arise.

Principles

There are a limited number of occasions when reasonable force may be used to control or restrain a pupil:

- Everyone has the right to defend him/herself against an attack, provided a disproportionate level of force is not used.
- In an emergency- for example, when a pupil is at immediate risk of injury, or potentially so, any member of staff is entitled to intervene – but **whenever possible a member of staff who is trained in the use of physical restraint should be called upon to manage the situation**
- Similarly, if a pupil is about to injure another pupil, then any member of staff may intervene.
- If a pupil is about to commit a criminal offence.
- If a pupil is about to cause damage to property.
- If a pupil is engaging in behaviour prejudicial to the maintenance of good order and discipline.

Examples

Examples of behaviour that might lead to restraint in our school:

- A pupil is refusing to leave his/her parent/guardian to come into school
- A pupil goes to run out of the classroom and does not stop when told to do so. They may be held by a member of staff and walked back into the classroom where they can talk about appropriate behaviour;
- A pupil has a temper tantrum in the classroom, upsetting to the other children. They may be removed to a quiet area to calm down, for their own safety and that of the other children;
- A pupil gets angry and threatens to hit another child, or starts to do so. A member of staff will intervene, and if necessary hold the pupil until they have calmed down, before taking both pupils to one side to discuss the behaviour and the cause of the disagreement.

Methods of restraint

There is no universal judgement regarding what is appropriate, safe or legally justifiable in every case. Staff must be guided by their own professional judgement. The school commits to have at least two members of staff trained in the use of physical restraint (TEAM TEACH) (currently Alex Smythe and Jayne Penman). Whenever possible these staff will advise others on appropriate use. However, in the interests of safety, all members of staff are authorised to use physical restraint, *if absolutely necessary*.

The restraint applied should be non-aggressive, as limited as possible and sufficient only to maintain the pupil in a safe state. In exceptional circumstances it may not be possible (or in the pupil's best interests) to exercise physical restraint. The school follows the LA's guidance and practice on the use of physical restraint.

Follow-up & Records

- If a pupil is restrained, it **MUST** be recorded to ensure that all know about the event and that it comes clearly within the school's Behaviour Policy. It is essential that staff inform the Head teacher verbally after a restraint incident, and then record the details in the Incident Book. **Copies of approved County Council recording forms should be forwarded to Access and Welfare.**

See Appendix 3 for details contained in Restraint Incident forms.

Parental Contact

Ideally, parental contact should be made verbally and face-to-face, so we would expect that a member of staff speaks to the parent after school. Where parents do not come to school, telephone contact should be made. In all cases, the parent should be invited to come to school to discuss the incident. If it is impossible to contact the parent on the same day as the incident, they should be contacted as soon as possible afterwards, verbally (preferably face-to-face, if not then by phone) or at least by letter (records/copies should be kept).

Complaints

As with all school matters, complaints should be dealt with by the parent seeing the class teacher, and then the Head teacher. If the matter is unresolved, then the parents have the right to instigate a complaint to the Governing Body. See the school's **Complaints Policy**.

Children with EHC Plans (formerly 'Statements')

Children with special educational needs who may need regular restraint should have a HANDLING POLICY attached to their Support Plan. This must be agreed to and signed by the parents before being put into practice. Follow-up to any restraining incident should be recorded and reported to the parents as with any other child.

Newcroft Primary Academy**Restraint Incident Record**

➤ date and time of incident;	
➤ name of pupil or pupils involved;	
➤ name of member(s) of staff involved;	
➤ names of any other witnesses;	
➤ details of incident, reason for use of force, location;	
➤ pupil response and outcome;	
➤ details of any injuries sustained by pupil or member of staff;	
➤ the record must be signed.	

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Behaviour Incident Record

This record to be completed for incidents involving significant issues of poor behaviour

Date		Time	
Child's Name		Other Children	
Who was present?			
Notes			
Next steps			
Signed		Date	
		Time	
Further/Follow-up Notes Actions			

This record to be filed securely in the Behaviour Folder in the Head's Office