

Policy agreed	September 2020
Policy review	September 2021 if required

At Newton Tony CE VC Primary School, we are committed to enabling all children to access education successfully. This is an inclusive process: part of this commitment is establishing a high standard of behaviour throughout the school. We recognise that a well thought out approach contributes directly to both the social and learning aspects of our school. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting excellent behaviour we can build individual and collective esteem and encourage good personal relationships.

Aims

The aim of this policy is to encourage children to take responsibility for their behaviour and thus develop into responsible and caring adults by:-

- Ensuring a safe, caring and happy school
- Demonstrating our school Christian values of Hope, Love, Forgiveness and Courage
- Promoting a learning environment that encompasses our school Learning values of Resilience, Respect and Pride
- Encouraging children to be loving, respectful and honest
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Creating an atmosphere where children are able to develop a moral, social and spiritual awareness
- Having a common understanding about what constitutes positive behaviour within the principles of Restorative Justice
- Promoting British Values and preventing bullying
- Actively teaching good behaviour through collective worship, PSHE and RE in particular
- Having a shared sense of values and purposes
- Encouraging understanding and respect for similarities and differences between individuals or groups
- Managing behaviour in and outside of the classroom
- Encouraging children to reflect on their own behaviour and how this has an effect on the school community and the wider world
- Involving parents wherever possible, informing them when their child is behaving well and when support is required

Principles of Behaviour

Disruptive behaviours are usually linked to emotional needs or a curriculum that is not meeting the needs of a child. At Newton Tony CE VC Primary school, we do our best to support the emotional needs of a child to prepare them for the expectations of formal learning.

We believe:

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- ELSA and 1:1 Counselling support is available to support children with emotional difficulties and to prepare them for learning. The fundamental approach should be a positive one, drawing attention to, rewarding good behaviour and mutual respect
- All staff should demonstrate a whole school approach to discipline with a clearly defined code of conduct
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective **Restorative Justice** communication systems should be implemented

- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Opportunities for responsibility and recognition for non- academic achievement.

Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding. Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

Rewards

- Praise
- House points (dojos)
- Stickers
- Class rewards
- Special table (Friday lunchtime)
- Participating in school sport competitions
- School trips
- Certificates
- Head teacher's award

Head Teacher Sanctions

- An opportunity for the child to discuss their behaviour
- Verbal warning of consequences and reminder of the school rules
- Parents informed and asked to support sanctions, contract/plan drawn up if necessary
- Where a child's behaviour gives concern then the SENDCo should be informed so that, if appropriate, the child can be placed on the SEND register, where further support can be given if appropriate. Parents must always be consulted in this instance
- Referral to an outside agency for advice
- Exclusion for a fixed period of time
- Permanent exclusion for serious breaches of the behaviour policy. The school will follow the LA policy for fixed and permanent exclusion

Class Sanctions and Rewards

All classes have a positive learning chart in their classroom with a sanctions and reward system. All children start every day on 'ready to learn'.

	<u>Sanctions</u>	<u>Rewards</u>
<u>Hedgehogs</u>	<ul style="list-style-type: none"> • If children do not follow instructions they will move down to the cloud and will receive one verbal warning. • If children need another warning they move to the thunderstorm cloud and will have thinking time. 	<ul style="list-style-type: none"> • All children start every day on the sunshine (ready to learn) • Children who follow the class charter consistently will move to the rainbow and receive a 'dojo' house point

	<ul style="list-style-type: none"> • If children need a third warning they will then go to see the Head Teacher, who will provide emotional support. • All children have the opportunity to move back up to the sunshine throughout the day by following instructions 	
<u>Foxes</u>	<ul style="list-style-type: none"> • Foxes sanctions and rewards are the same as Hedgehog class. 	<ul style="list-style-type: none"> • In addition to receiving a 'dojo' house point they will also receive a sticker on a wall chart.
<u>Squirrels</u>	<ul style="list-style-type: none"> • All children start every day on the beehive (ready to learn) • If children do not follow instructions they will move down to the first flower and will receive one verbal warning • If children need another warning they move to the second flower and will have thinking time • If children need a third warning they move to the third flower and will then go to see the Head Teacher, who will provide emotional support. • All children have the opportunity to move back up to the beehive throughout the day by following instructions 	<ul style="list-style-type: none"> • Children who follow the class charter consistently will move to the 'superstar' and receive a 'dojo' house point • Children who consistently show outstanding learning behaviours will move to 'role model' and will receive a postcard home from the Head Teacher.
<u>Badgers</u> This chart will be linked to the principles of colours of negotiation.	<ul style="list-style-type: none"> • If children do not follow instructions they will move to 'time to think' and will receive one verbal warning • If children need another warning they move to 'time out' for 5 mins in the 'time out' zone. • If children need a third warning they will then go to see the Head Teacher, who will provide emotional support. • All children have the opportunity to move back up to 'ready to learn' throughout the day by following instructions 	<ul style="list-style-type: none"> • Children who follow the class charter consistently will move to 'good choices' and receive a 'dojo' house point • Children who consistently show outstanding learning behaviours will move to 'role model' and will receive a postcard home from the Head Teacher.

School Rules

We try to ensure that children understand and respect themselves, understand and respect others and very importantly realise that they have choices in the decisions they make about how they behave. All classes produce their own class rules at the beginning of the school year.

- Follow our learning and Christian values at all times
- Work in partnership with our teachers to design our class charters
- Walk on the paths and corridors around the school
- Speak kindly and respectfully to other people

- Ensure your voice and actions do not upset others (eg. Unkind words, facial expressions)
- Line up quietly and sensibly at all times
- At lunchtime, we should have good table manners and listen to the supervisor's instructions
- We should take care of our school's books and equipment and put them away in the correct places
- Always put litter in the bin
- Wear the correct uniform
- Do not bring unsuitable items into school eg. mobile phones, dangerous objects.

Our Special Rules

The children have worked collaboratively and The School Council have decided on some special rules:

- Be kind and polite
- Be a friend
- Work together as a team
- Help people who are in need of help
- Be happy and smile
- Share things with other people
- Be positive and constructive
- Use God's rules

Responsibility for monitoring

It is responsibility of all members of staff and our pupils to monitor adherence to the school rules. We expect all children to promote the school rules amongst their peers. The school council and Head/Deputy girl and boy in particular are encouraged to ensure children are following the school rules. We know this policy is effective when staff, visitors, parents and children feel that children are well behaved in the playground and the classroom. We expect classroom observations to show that children are well motivated and engaged in their lessons.

Reasons for Exclusions

Newton Tony CE VC Primary School follow the guidelines in: DfE Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017.

Consent to search

School staff can search pupils with the consent (the ability to give consent may be influenced by the child's age or other factors) for any item which is banned in the school rules. The Head Teacher and staff authorised by the Head Teacher have the power to search children and their possessions, without consent, where they suspect a child has items not suited for the school environment eg. Illegal drugs or dangerous objects. Possession of drugs or dangerous objects may result in exclusion.

Positive physical Intervention

If there is an occasion where a child needs additional support to ensure their own or others safety then a positive intervention approach is implemented. The Head Teacher has completed Team Teach training which promotes calm communication and defusing skills that work best for the individual concerned. All staff may use physical intervention as a last resort. See Use of reasonable force policy

Use of Reasonable Force to control or restrain pupils

The following is a summary of the Use of Reasonable Force to Control or Restrain Pupils Policy. It explains what 'Reasonable Force' is, who can use it and when it can be used, how such use is communicated and how incidents of using reasonable force are recorded. All significant incidents of use of force will be recorded by the Head Teacher. Parents will be told of the incident as soon as possible (by the end of the school day). It is up to the Head Teacher to decide if informing the parents is appropriate. The incident will be recorded on the Behaviour Management/Physical

Intervention School Incident Report and Investigation Form and sent to the Health and Safety Advisors for schools, Wiltshire. For pupils who display extreme behaviour in association with learning disability and/or Autistic Spectrum Disorder or Behaviour and Emotional and Social Difficulties; and pupils with severe behaviour difficulties; the government guidance issued in 2019 will be followed.

Supporting children with challenging behaviours

We have the following support networks:

- Support from Teachers and Teaching Assistants
- Support from Outside Agencies eg Behaviour Support Service

A multi-agency assessment will be considered for children who display continuous disruptive behaviour. When a child has previously been placed on report, or the child is already on the SEND register, further pastoral support will be given as appropriate. The child's parents will always be consulted at each stage of the process.

Outside the classroom

Playtime should be a time of enjoyment for pupils. However, if there is unacceptable behaviour, it is essential that staff follow procedures to ensure the children do not receive mixed messages. If children display any of the behaviours listed below then they should be immediately withdrawn from the playground and taken to the Head teacher.

- Intentional physical violence (kicking, punching)
- Verbal aggression towards others (intimidatory language, significant verbal harassment, swearing or racist comments)
- Insolence to another member of staff, including repeated failure to follow a member of staff's instructions
- Theft
- Intentional dangerous play which could result in injury to self or others

Measures to promote anti bullying

We have a number of strategies to promote anti-bullying among children:

- Class rules
- Promotion of positive Restorative Justice
- Rewards
- Support and developing children's emotional needs
- Procedures to follow if children demonstrate unacceptable behavior
- Class rules
- School rules
- Home/school agreement

Working through these strategies promotes good behaviour and minimises the likelihood of bullying taking place. The strategies in the Respecting others/Anti-Bullying Policy should be implemented and should be used alongside the Positive Behaviour Policy.

Developing children's responsibilities to the community

At Newton Primary it is important that children take an active role in the behaviour in the school community. It helps them become more responsible adults. There are a number of roles they can undertake:

- Head Girl and Boy (Year 6)
- Deputy Head Girl and Boy (Year 6)
- School Councillors

Power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal inappropriate behaviour and bullying which occurs off site. This includes:- taking part in any school organized or school related activity, travelling to or from school, when wearing school uniform, any other incident when a child is identifiable as a pupil of our school. In addition if the unacceptable behaviour is observed at other times that could have repercussions for the orderly running of the school, poses a threat to another child or member of the public or could adversely affect the reputation of the school. The behaviour should be witnessed by a member of staff or reported to the school.

Newton Tony School will respond to all off site non-criminal unacceptable behaviour and bullying, as if it were committed within the school and the rules and sanctions in this policy will apply. Any criminal behaviour will be referred to the Police and Newton Tony Primary School will give full support to any investigation that may be initiated.

Recording Incidents

Parents are informed verbally or by standard letter as appropriate. There is an agreed procedure for recording racist incidents. The Head Teacher should be informed and the incident will be written in the racist incident book. Victims are consoled and the person who has been racist is helped to understand why racism is unacceptable. All racist incidents must be recorded.

Allegations of abuse against staff

Allegations of abuse will be taken seriously, dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. In the event of an allegation being made, the following summarises what will happen:

Substantial allegations:

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's service, or the person resigns or otherwise ceases to provide his/her services, the Human Resources Advisor will advise the school whether a referral should be made to the Independent Safeguarding Authority and /or professional body.

Unsubstantiated allegations:

Where there is insufficient evidence to substantiate an allegation, the Head Teacher should consider what further action, if any, should be taken. Human Resources can offer advice in these circumstances.

False allegations:

False allegations are rare and may be an indicator of a secondary need requiring further investigation. If an allegation is determined to be false, the Head Teacher, in consultation with the Designated Officer, should refer the matter to Children's Social Care to determine whether the child is in need of support and to investigate the possibility that the child has suffered personal abuse. We follow the guidelines in 'Working Together to Safeguard Children 2015' (DfE) and if an allegation has been maliciously invented, the Head Teacher should consider whether any disciplinary or other management action is necessary against the adult or child involved. The matter should be referred to the Police in consultation with the Designated Officer and Local Safeguarding Children's Board

Support for staff accused of misconduct

Support will be available as outlined in the Allegations of Abuse Against Staff policy. In brief, staff can expect to be:-

- Advised to contact their Union representative
- Given a support contact within the organization who should keep them up to date with the progress of the case
- Give a team contact, if suspension has occurred, who will keep them updated about normal organizational activities
- Offered Staff Counselling service and/ or Occupational Health Support if available

Staff training

Our Head Teacher Miss Sheena Priestley has been trained in the principles of Team Teach, she has advised staff to follow the guidance outlined in our Use of Reasonable Force policy. Wiltshire CPD training is available for staff and specific individuals. Our Emotional Support Learning Assistant (ELSA), receives updated training and attends network meetings on a regular basis and supports the staff and children as required.

Success Criteria

We know this policy is effective when:

- Staff, parents, visitors and pupils feel that children are well behaved in the playground, classroom and around the school grounds
- Classroom observations show that children are well motivated and engaged in their lessons
- Visitors eg. supply teachers, parents, advisors, inform us that the children are well behaved
- Members of the public comment on well behaved children whilst on school trips
- When questioned children feel that all children behave well (with allowances, if appropriate, made for children with EHC plans)

References

Wiltshire Behaviour Support Service

Use of reasonable force – advice for Head Teachers, staff and Governing bodies (DfE 2013)

Screening, searching and confiscating in schools - advice for Head Teachers, staff and Governing bodies (DfE 2014)

Behaviour and discipline in schools - guidance for governing bodies

Ensuring good behaviour in schools – a summary for Head teachers, Governing bodies, teachers, parents and pupils (DfE 2012)

Working Together to Safeguard children (DfE 2020)

Links to related Policies/guidance

- Use of Reasonable Force guidance Dfe July 2013
- Child Protection Procedures (see flowcharts in staff room and disabled toilet area)
- Safeguarding Policy
- Code of Conduct
- Whistleblowing Policy
- Health and Safety Policy
- Online safety Policy
- Allegations of abuse against staff and volunteers Policy
- Complaint Procedure
- Anti Bullying Policy

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