

## Newton Tony Primary School CE VC

### Positive Behaviour Policy

'Love One Another As I Have Loved You' (John 15:12)

Newton Tony Primary School fully recognises its responsibilities for safeguarding and child protection

<b>Policy agreed :</b>	1/9/2024
<b>Policy published</b> (including on website) :	15/10/2024
<b>Next review :</b>	15/10/2024 or as required

### Our School Vision

Our school is a safe, welcoming and nurturing school that offers a sense of belonging. We are situated in a small, rural village and we pride ourselves that we know each and every child. Our strength lies in putting the needs of the child at the heart of everything we do. We offer an exciting and stimulating curriculum, with high quality teaching that provides a rich, rewarding and enjoyable learning environment for all. Through a solid partnership working with parents, our church and His Majesty's Armed forces, we encourage children to become confident, caring and independent young learners. We believe that 'Everyone cares and Everyone counts'. In our school our vision is underpinned by the bible verse '**Love One Another As I Have Loved You**' (John 15:12) ; it shapes all we do.

### Our commitment

At Newton Tony 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. We are committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment. We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion, including pupil movement - guidance for maintained schools and academies,
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice.
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

The aim of this policy is to ensure:

- All our children are safe and protected from harm.
- All our children experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all partner schools or professionals with whom we work. Prosocial behaviour as that which demonstrates;

- A good level of self-awareness
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills

#### **All staff are:**

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

#### **Scope**

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy • Staff Behaviour Policy • Health and Safety • SEND policy •

This policy applies to all staff in our school.

For the purposes of this policy:

- Staff refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.

- A volunteer is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- Child refers to all children on roll at our school.

## **Leadership**

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school (Appendix A) on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- training for staff about teaching strategies and approaches that build child competence to manage their own behaviour.
- policies that complement the key positive behaviour management approaches.

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the head teacher to ensure:

- the health, safety and welfare of all children in the school.
- records are kept of all reported serious incidents of misbehaviour and the actions taken.
- staff are supported to implement the policy through training, monitoring and feedback.

## **Mandatory Procedures**

The consistent approach to behaviour management:

All staff understand the positive impact of certainty as much as consistency on children at Newton Tony Primary School. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and ant-social behaviour.

Staff ensure:

- their interactions with children about behaviour focus always on behaviours that are helpful for the child more than those that are not

what is happening now and expected in the future more than about the past

- prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.

- escalating inappropriate behaviour is always managed calmly.
- anti-social behaviour is dealt with consistently and quietly, away from peers.

Responding to bullying;

All staff ensure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole.

The leadership team reviews plan developed to address any incidents of bullying at regular intervals, to ensure that the problem has been resolved in the long term.

## **Diversity and inclusion**

Our staff recognise that bullying is closely related to how we respect and recognise the value of diversity.

Consequently, the leadership team is proactive about:

- seeking opportunities to learn about and celebrate difference.
- increasing diversity within our staff and volunteers.
- welcoming new members to our school.

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour. All staff who deal with children directly:

- set clear expectations as part of the class charter, about child behaviour (positively phrased) that are displayed clearly in each teaching and learning space.
- ensure rules, routines, learning habits and specific activities and rituals are mapped out for children who need an individual response.
- encourage children to recognise and explore their motivation using Restorative Justice Principles to follow the behaviour expectations.

Staff promote good and improved behaviour by children through a positive verbal and (where appropriate) written feedback system that is consistent and meaningful to each child. While our primary focus is specific targeted verbal feedback to individuals and groups, we also use some tangible rewards, primarily to reinforce messages about child progress to parents.

This includes:

- Displaying learning, in written or photographic form in school and on our website
- Effort and achievement points which lead to awards

- Celebration of success events/activities
- Rewards trips
- Letters/certificates/texts/emails, sometimes using our trackable platform 'Teachers2Parents home'.

The leadership team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination. Children have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate consequence is one that encourages prosocial behaviour in the future and rectifies any harm done where possible.

Staff implement a consistent range of strategies and logical consequences to deal with inappropriate behaviour including bullying by children. In determining whether a consequence is 'logical' and 'reasonable', the following must be considered:

- the extent to which the consequence provides an opportunity for the child to rectify harm
- the extent to which the child has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was a proportionate in the circumstances;
- any special circumstances which are known to the person setting the consequence, including: the child's age, any special educational needs or disability they may have

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying,

withdrawn or disaffected behaviour may constitute a safeguarding concern for either the instigator or child subjected to that behaviour and record and report accordingly.

The success of strategies and consequence used is monitored and reviewed within

- this policy's annual review
- staff performance reviews
- Team meetings involving staff and/or governors and
- individual child support plans where applicable.

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and Targeted Education support services, Behaviour Support Team, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided. Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the child's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no punishments are given that are ever degrading or humiliating;
- all rewards and consequences are applied fairly

Physical intervention is only be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child. Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor Anthony Brinkworth for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day. The staff have a duty to protect the safety of all children. All physical intervention is be carried out in such a way as to safeguard the pupil and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs
- alcohol
- pornography
- fireworks or flares

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the child. However, the headteacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous/ unlawful item on their person on in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious. The member of staff conducting the search will understand that children's expectation of privacy increases as they get older.

### **Teaching and the curriculum**

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing child self-esteem and communication skills

- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes children's self-control and ability to self-regulate, and strategies for doing so. We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages children to be engaged.
- Invest time and energy in building positive relationships with children.

This may include:

Greeting children in the morning/at the start of teaching sessions.

Establishing clear routines.

Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).

Highlighting and promoting prosocial behaviour.

Concluding the day positively.

Make reasonable adjustments to expectations and to consequences for anti-social behaviour for children with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.

We recognise teach and celebrate the value of **FREEdom**.

Friendship – as positive peer relationships are a key protective factor for all young people.

Respect – as a key feature of successful and esteemed members of our school and of wider

**Society (using principles of Restorative Justice and the UNICEF Rights Respects)**

Effort – as a valuable learning habit for life; understanding that much can be achieved with sustained effort.

Equality – we treat and expect all community members to afford others their right to equal treatment.

'FREE' also articulates what we strive for our children to be - free to achieve, free to have opinions, free to be themselves, free from the effects of intimidation, from bullying and from low aspiration.

### **Child support systems:**

We regularly review the support available to those individual children identified as being at risk of disaffection. The support offered includes:

- ELSA– trained ELSA practitioners can work on a 1-1 basis with individual children or work with small groups. Our ELSA also provides art therapy sessions.
- Access to alternative provision with guidance from the Behaviour Support Team
- Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for children whose behaviour may be the result of additional needs.
- Planned “Time Out” –Children who exhibit impulsive behaviour can be offered three Time Out cards where they will leave the learning session for a short period of time and visit a designated ‘safe’ space onsite. This will happen as part of a plan agreed in advance by the SEND Lead.
- Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service, Behaviour Support Team and with Wiltshire Social Care as appropriate to agree additional strategies to support children’s social and emotional development.

### **Liaison with parents:**

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour. We aim through our interactions with parents to help them to focus on examples of positive, pro-social behaviour shown by their children (and young adults). We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future. We also offer a funded Triple P Parenting Course for any parent/carer. <https://www.triplep.uk.net/> Parents as well as our children are given an opportunity to contribute to the review of this policy.

### **Managing transitions to the next stage of their education/life:**

We recognise that how children start and leave our school is a key indicator of

- success with us and
- success at their next school or setting.

Consequently, we work closely with parents to ensure we have the most up-to-date information about our children’s social emotional and mental health needs. We use CPOMS to store and transfer this information. <https://www.cpoms.co.uk/> We ensure children’s hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us. We liaise with partner organisations eg schools, Wiltshire Council, to ensure any welfare records for children are shared on transition:



- by the setting/school previously attended by the child.
- by the DSL/Pastoral lead in the next school when the child leaves us.

For any child dual-registered with another school or supported by an alternative provider commissioned by the school, on or off site, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the child. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

## **Training**

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- ELSA principles and approaches
- Positive behaviour management and restorative strategies
- Special education needs and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD. Every classroom in an 'Inclusive Classroom'
- Solution focused thinking and questioning – Calmer Classrooms
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of peer on peer abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of children.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and children.

## **Staff support**

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

## **Monitoring and Review**

Governors ensure that safeguarding is an agenda item on the for every full governing body meeting. The head teacher ensures that safeguarding is an agenda item for every staff meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated safeguarding governor Anthony Brinkworth meets the head teacher a minimum of every term (three times a year) to monitor the effectiveness of this policy.

## **Appendix A**

Our governors adhere to the following guidance

[https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.pdf](https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)

## **Appendix B**

### **Playtime and lunchtime**

Children can access the 'friendship' stop on the playground if they need a friend, other children can then offer their friendship to them. We encourage children to demonstrate kindness and their words and actions should demonstrate this value. Children receive one verbal reminder if their words or actions are not kind to others. If they do not follow the instructions, for a second time, given by the responsible adult, they will then receive a five minute 'reflection' time if they need to consider their actions or words. If on the third occasion they do not follow instructions they are sent to discuss actions with the Head Teacher or the Head Teacher will be asked to attend the incident. See Appendix D.

### **Immediate actions**

If children display any of the behaviours listed below then they should be immediately sent to a member of the teaching staff to discuss their actions. This could also be for dangerous play which could result in injury to self or others or taken to the Head teacher for more serious incidents listed below.

- Intentional physical violence (eg kicking, punching)
- Verbal aggression towards others
- Repeated failure to follow a member of staff's instructions
- Intentional dangerous play which has resulted in injury to themselves or others

## **Appendix C**

### **Rewards**

- Praise
- House points (dojos)
- Stickers
- Class rewards
- Certificates
- Shared class rewards
- Spelling shop reward
- Head teacher's award

## **Appendix D**

### **Head Teacher Discussion**

- An opportunity for the child to discuss their behaviour with a welfare/mental health check in
- Verbal reminder of consequences and reminder of the school rules
- Missing their age in minutes of playtime eg a 7 year old will miss 7 minutes of their playtime
- Parents informed and asked to support sanctions, contract/plan drawn up if necessary

- Where a child's behaviour gives concern, then the SEND Lead should be informed so that, further support can be given if appropriate. Parents must always be consulted in this instance
- Referral to an outside agency for advice eg Behaviour Support Team
- Internal and/or external suspension for a fixed period of time
- Permanent suspension for serious breaches of the behaviour policy. The school will follow the LA policy.

## Appendix E

### Class Expectations

<u>Positive learning chart</u>	<u>Adult Support to follow instructions</u>	<u>Recognition</u>
<p>All classes have a positive learning chart in their classrooms with an agreed whole class reward focus.</p> <p>There are five steps and the children follow these to achieve their reward eg 10 minutes extra playtime.</p>	<ul style="list-style-type: none"> <li>• Children receive a verbal reminder.</li> <li>• If children need another reminder they have five minutes timeout.</li> <li>• If children need a third reminder, and are disrupting the class teaching/playtime they will then go to see the Head Teacher, who will provide emotional support. Or the Head Teacher will attend the incident.</li> </ul>	<ul style="list-style-type: none"> <li>• Children who follow the class charter consistently can receive a head teacher certificate.</li> <li>• Children can receive dojos</li> <li>• Children can receive housepoints</li> </ul>

## Appendix F

### Our 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 values at all times
- Work in partnership with our teachers to design our Rights Respect class charters
- Walk on the paths and corridors around the school – We Trust you to Walk
- 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 MDSA'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 – check if it is recyclable or reusable
- 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 Rights Respect Warriors 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

### **Appendix G**

#### **Developing children's responsibilities to their community**

At Newton Primary School, it is important that children take an active role in the behaviour in the school and wider community. It helps them become more responsible adults.

There are a number of roles they can undertake:

- Learning Ambassadors (Year 5 and 6)
- Rights Respect Warriors (school council)
- Sports Leaders (Year 5 and 6)
- Reading ambassadors (KS2)
- Computing Leaders (Year 5 and Year 6)
- Eco Warriors (Year 4)
- Worship Warriors (KS2)

### **Appendix H**

#### **Success Criteria**

We know this policy is effective when:

- Staff, parents/carers, 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 try their best to follow the school rules