

Behaviour Policy

Norman Street Primary School



Approved by Governors:

Chair of Governors: Rev K Teasdale 

Acting Headteacher: K Hodges 

Date: 14.06.2022

Review Date: June 2023

Behaviour Management Policy for Norman Street Primary School

Norman Street Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- *Promoting desired behaviour.*
- *Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.*
- *Ensuring equality and fair treatment for all.*
- *Praising and rewarding good behaviour.*
- *Challenging and disciplining bad behaviour.*
- *Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.*
- *Encouraging positive relationships with parents/carers.*
- *Developing relationships with our pupils to enable early intervention.*
- *A shared approach, which involves pupils in the implementation of the school's policy and associated procedures.*
- *Promoting a culture of praise and encouragement in which all pupils can achieve.*

At Norman Street Primary School, we want our children to be happy in pleasant and relaxed surroundings. In this atmosphere, we believe they will develop as fully as possible personally, socially and academically. We think that children learn best when they are clear about what they are expected to do. It is important that they understand what good behaviour means and why it is an important aim of our school.

What is good behaviour?

This means that everyone in school strives to be:

- *Considerate to other people*
- *Polite and friendly*
- *Hard-working*
- *Trustworthy*
- *Co-operative*
- *Careful*
- *Responsible for their own actions*

Definitions

For the purpose of this policy, the school defines “serious unacceptable behaviour” as: any behaviour, which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- *Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status*
- *Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals*
- *Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation*
- *Persistent disruptive behaviour, which disturbs the learning of other children*
- *Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual*
- *Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature*
- *Possession of legal or illegal drugs, alcohol or tobacco*
- *Possession of banned items*
- *Truancy*
- *Refusing to comply with disciplinary sanctions*
- *Theft*
- *Swearing, racist/homophobic remarks or threatening language*
- *Fighting or aggression*
- *Spitting and biting*

For the purpose of this policy, the school defines “low level unacceptable behaviour” as: any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- *Lateness*
- *Shouting in class*
- *Talking when others are speaking*
- *Swinging on chairs*
- *Fidgeting*
- *Running around the classroom or school*
- *Inappropriate body language with others, such as not keeping hands to oneself*
- *Throwing items either in the classroom or on the playground*
- *Failure to complete classwork and not concentrating on tasks*
- *Rudeness and not using manners*
- *Telling lies*
- *Lack of correct equipment*

- *Refusing to complete homework, incomplete homework, or arriving at school without homework*
- *Not following classroom rules*
- *Disruption on public transport*
- *Use of mobile phones*
- *Graffiti*
- *Riding bikes/scooters on school grounds*

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

Pupil expectations

Pupils and parents/carers will be expected to follow our school’s Code of Conduct which requires pupils to:

- *Conduct themselves around the premises in a safe, sensible and respectful manner.*
- *Arrive to lessons and school on time and fully prepared.*
- *Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.*
- *Behave in a reasonable and polite manner towards all staff and pupils.*
- *Follow classroom rules and procedures.*
- *Show respect for the opinions and beliefs of others.*
- *Complete classwork as requested.*
- *Hand in homework at the time requested.*
- *Report unacceptable behaviour.*
- *Show respect for the school environment.*
- *Show respect to others at all times, including before and after school.*

The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- *Line up in classes when entering the school premises.*
- *Sit appropriately on school chairs, carpets, hall floors, etc.*
- *Use appropriate voice levels and language, including manners.*
- *Raise their hands when they wish to speak in class or assemblies.*
- *Model good behaviour to other pupils.*
- *Work as a team and respect others’ views, beliefs and faiths when engaging in tasks.*

To assist children in their social development, we have worked with the children to design four values that match the initial letters of our house teams that can be memorised easily. This then relates both to our core values and the house teams and features in assemblies and class discussions.

House teams

Griffin (yellow)

Phoenix (red)

Unicorn (blue)

Dragon (green)

Core values

Generous

Polite

Understanding

Determined

Children and adults in school have been actively involved in discussing and negotiating a revised behaviour strategy, which links to the new school values and previous behaviour system.

Staff will continue to recognise, celebrate and reward good behaviour in school. If a child needs to be challenged about inappropriate behaviour, they will be reminded about the warning system in place: for EYFS and Key Stage 1 this is a traffic light system: for Key Stage 2 this is a yellow and red card system. If the behaviour continues, the child will be shown that their behaviour will move them into the yellow traffic light (EYFS/KS1); in KS2, the child will be issued with a yellow card. If the child needs to be challenged again about behaviour, they will move to a yellow traffic light (EYFS/KS1) or be issued with another yellow card. If a third incident occurs, the child will be moved to the red traffic light (EYFS/KS1) or be issued with a red card. They will then go back to start the process again. At the end of the day, at whatever stage they are at, the slate is wiped and everyone starts at the beginning of the process the following day.

In extreme cases, where behaviour may be dangerous or harmful, the warning system can be escalated, as appropriate.

Each time a child reaches red, the child will lose 5 minutes of 'Golden Time' on a Friday afternoon; they will be removed from their area and sat silently to think about their actions with an adult. If a child has lost all of their Golden Time that week, they will sit silently with the Headteacher to think about their actions.

How do we encourage good behaviour?

- *We explain and model the behaviour we wish to see*
- *We make a point of giving praise when children behave well*
- *We ensure that all children receive praise for good behaviour*
- *We encourage children to be responsible for their own behaviour and explain choices and consequences of different behaviours*
- *We ensure that criticism is constructive and related to our normal everyday expectations and rules*
- *We inform parents about children's good behaviour*
- *We reward children for good positive behaviour*
- *We provide an environment in which equal opportunities are promoted*

Rewarding and reinforcing positive behaviour

Children should be rewarded for their efforts. We try to ensure that rewards are fair and suited to the needs of the child. These may include:

- ✓ *Highlighting the good behaviour as it occurs and sharing it with the other members of the school community, as and when appropriate.*
- ✓ *Verbal and non-verbal appreciation and encouragement (e.g. "well done", "thank you for....", smiles, friendly eye contact)*
- ✓ *Stars, smiley badges, stickers and stamps.*
- ✓ *House points leading to the award of certificates*
- ✓ *Celebration certificates*
- ✓ *Headteacher stamp or sticker*
- ✓ *Extra responsibilities/jobs*
- ✓ *Positive letters sent home/ postcards of praise*
- ✓ *Mrs Murray's Mega Star*

How can we discourage inappropriate behaviour?

At all times we agree that the emphasis should be on the positive approach. Occasionally, however, children may forget our aims for good behaviour and will need:

- *To be reminded of our aims*
- *To have their attention drawn to the likely consequences of negative actions (safety, under-achievement, letting others down, parental/adult disappointment etc)*
- *To have good behaviour highlighted as it occurs.*

If this is not enough, it may be necessary to help the children to learn by making the correct behaviours clearer, more specific and more suited to their individual needs.

Procedures for modifying behaviour

Should encouragement and praise fail to produce the appropriate behaviour it may be necessary to:

- *Give effective verbal and non-verbal reprimands*
- *Warn the child that he/she will be moved if the misbehaviour continues*
- *Separate the child for a short period within the class*
- *Remove the child from the class and discuss the problem with appropriate colleagues*
- *Remove the child from the area and discuss the problem with Headteacher, Deputy Headteacher or Assistant Headteacher*
- *Begin a Behaviour Incident Record to track progress (ongoing)- electronic*

- *Contact parents to discuss ways of helping the child improve their behaviour*
- *Maintain a home/school behaviour diary*
- *Take further advice*

We believe that teaching children to behave well is important. This is best achieved through a partnership between school and home. We cannot achieve our aims without continued parental support.

Staff Guidance

The following statements should be carefully considered:

- Teachers, including the head teacher, must be very careful to avoid the negative self fulfilling spiral i.e. if we believe (even if we honestly think we don't show it) that a child has negative qualities e.g. cheeky lazy etc. then it is more than likely that the child will be seen by us to display those negative qualities. At its worst, such feelings can condemn a child simply on what is known about his/her siblings and family.
- There is much more to discipline than punishments.
- Our ultimate aim is self-discipline and encouraging children to be assertive about their own behaviour. This is difficult to attain even for adults. Therefore, we cannot expect instant success. At the same time if we never give children the opportunity to experience some degree of self direction, decision making, problem solving etc. then we cannot be surprised if they fail to display any signs of self-discipline.

We have to work with children from varying backgrounds and circumstances. How children present at school is nearly always a reflection of circumstances that are not of the child's making. These circumstances may be, on occasion, much less fortunate than our own. Therefore, our **main aim** is to provide a sense of security and an appreciation of the need for orderly conduct within a caring school where ***great stress is placed upon praising rewarding the positive qualities that children display.***

To maintain such an environment requires commitment from the staff. It is unacceptable, and indeed unfair, to always blame the child without first considering if anything else is wrong e.g. is the work the child is being asked to do appropriate? Is the lesson suitably prepared? Has the classroom routine been made clear (who does what etc.)?

Given the above, the following circumstances may warrant consideration:

- When children move around the school, it is the duty of staff to supervise such movement and thus avoid potential trouble/accidents. It is far better to nip trouble in the bud than to have to sort out a disagreement. This is particularly important at the end of breaks and lunchtimes
- Classes should never be left unsupervised. If in exceptional circumstances a teacher has to leave a class unattended they must use their professional judgement in considering the situation and the possible consequences. A colleague should always be asked, where possible, to keep an eye on the class.
- Break times. The duty teacher must be on the yard promptly. During wet playtimes it is very important that a suitable supply of materials e.g. comics, annuals, games, drawing paper etc is available. Break is essentially for the children. There are times, therefore when the teacher feels that it may be professionally expedient for him/her to spend break time with his/her class.
- It is the class teacher's responsibility to provide a suitable, caring and ordered environment where the emphasis is placed upon the positive by such things as smiling (a small gesture but an important one), praising, rewarding (house-points, jobs etc.), thus making the child feel that he/she has an important part to play. It is important that we periodically review our

practice in this area e.g. how many house points do we give and to whom? Does the average child with average work get overlooked?

- Keeping a record

FAILURE TO PROVIDE A POSITIVE, ENCOURAGING CLASSROOM IS A RECIPE FOR RESENTMENT AND NEGATIVE BEHAVIOUR

It would be naïve to expect that all children will always be well behaved. However, it must be reiterated that all sanctions must be seen against a background of positive reinforcement and must be reasonable and not excessive.

1. The class teacher is initially responsible for the behaviour of their class:

- Standards of behaviour, manners appearance of work and a routine need to be established and maintained.
- The teachers and other staff should explain what is expected of the children and should also explain why something is wrong and what needs to be done to improve matters. Such explanations should be specific and within the child's ability to achieve. In this way, an improvement (no matter how small) can be achieved, recognised and rewarded. Children need to know what are the boundaries and limits and what expectations the teacher/school has of them.
- Disapproval and expression of personal disappointment does work provided it is set against a positive environment where it is evident to the child that the teacher does really care.
- Withdrawal of privileges/repeating work/extra work - care should be taken: not all children like PE - some like maths! - and PE is a National Curriculum subject. If the withdrawal of privileges etc. means that a child may be in school when the rest of the class is elsewhere, then the teacher must arrange supervision.

The above should cover the vast majority of circumstances and it is important that we keep the number of disruptive pupils in perspective.

2 For persistent and/or defiant behaviour, the child should be sent to the Key Stage lead, then the head teacher:

Failure to improve would then result in parents being informed and asked to come into school to discuss the problems. Such discussions are much more effective if a *written record* of poor behaviour (through CPOMS) is kept. In this way, dates and incidents can be related rather than labelling the child "naughty".

Parental co-operation is vital and is usually forthcoming provided that a good relationship has been established. Such a relationship is not best served if nothing positive is ever said about the child. It is also worth remembering that parents do not always know the answers either and therefore the school needs to work with them.

3 Serious Problems

- If trouble threatens, then the teacher should try to maintain calm and avoid confrontation.
- Irate parents should be brought to the head teacher or the head teacher should be summoned.

- If the child refuses to comply with a teacher's request then the head teacher should be sent for
- **All** assaults whereby a child is marked or injured should be drawn to the head teacher's attention, as this could result in an internal exclusion or exclusion from school.

The school has also introduced a '3 strikes' system, issued by the headteacher, for serious, persistent behaviour such as defiance, refusal to follow instructions or disrespect to a member of staff. If a child receives a 'strike', parents will be informed and three occurrences will result in the loss of a treat; this may be a visit, residential, or even a Christmas party, for example.

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupt the learning of other pupils in class, they can be removed from class and sent to Headteacher (or a senior leader in their absence). In such circumstances, parents will be contacted.

Midday Break behaviour

- It is important that lunchtime staff follow the same guidelines as other staff to show consistency in behaviour management across the school; this includes promoting a positive, encouraging approach to behaviour and giving children choices and consequences.
- Lunchtime staff will follow the same behavioural system as in class and issue yellow cards (KS2) or move children on the traffic light system in KS1, ensuring that reasons are given to teachers for these sanctions.
- A written record (through CPOMS) will be kept of any exceptionally disruptive behaviour by an individual pupil which occurs during the midday break, which will be signed by the teacher to ensure they are aware of incidents.

Where an individual pupil has been identified as being persistently disruptive during the lunchtime period, then the parents will be informed. Failure to improve will result in a **short-term exclusion** from the school premises as the child finishes school lunch.

Any further failure to improve will result in longer term exclusion. The period will be decided by the head teacher, if under five days; then by the Governors committee, if over five days, with parents having the right to representations about exclusions.

Exclusions must only be considered when all other methods have been tried and failed.

Fixed term exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion. Reference will be made to DfE guidance *Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion*, September 2017.

Permanent Exclusion

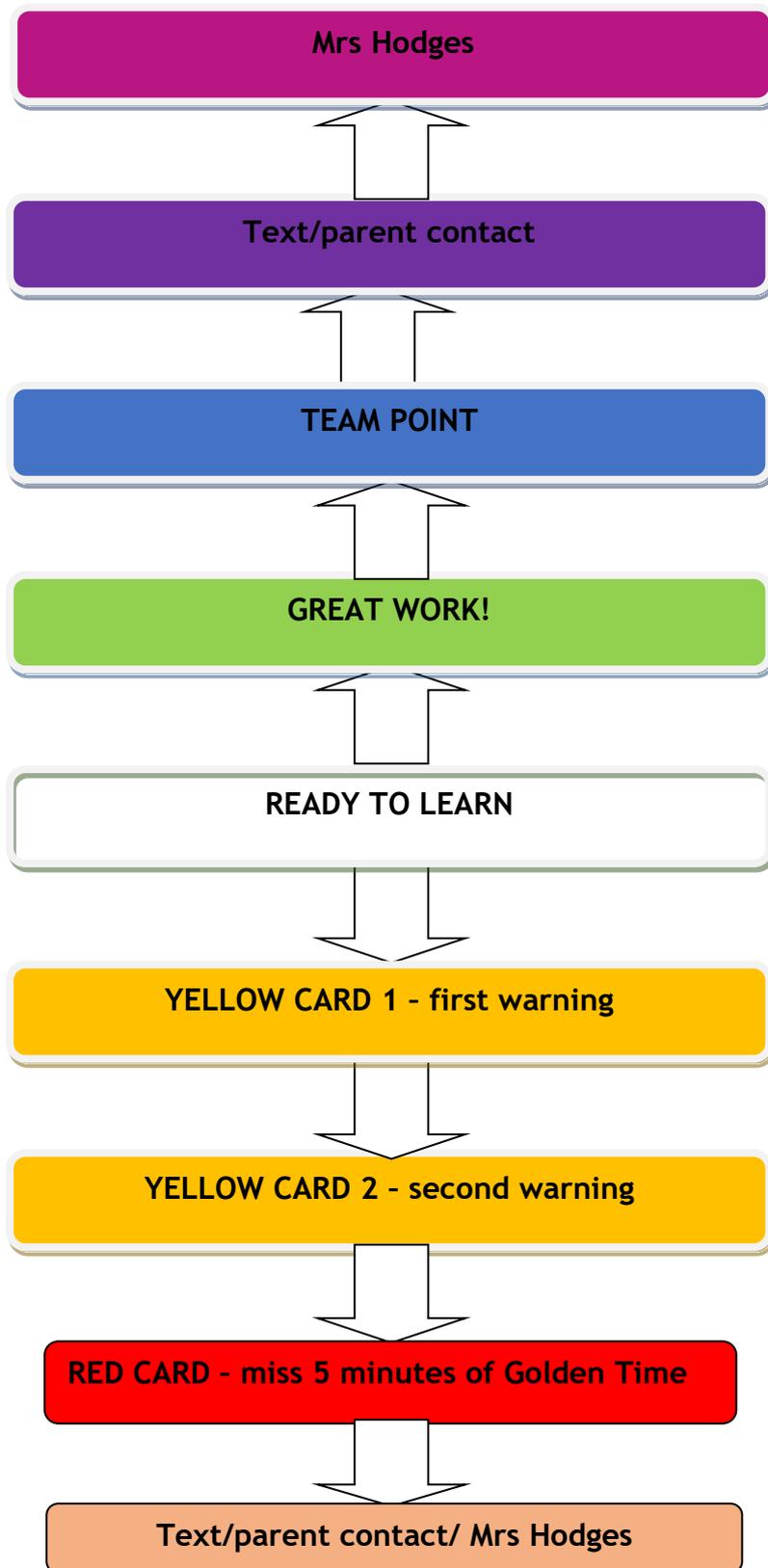
A decision to exclude a pupil permanently will be taken only: a) in response to serious breaches of the school's Behaviour Policy and procedures; and b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be a last resort. There will however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Appendix 1 – Managing incidents flowchart



Appendix 2: Norman Street Primary School's Code of Conduct

At Norman Street Primary School, we all follow a special Code of Conduct so we can achieve our full potential. There is no statutory requirement to have, or to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. On balance, and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and returned to the school.

Staff at school will:

- Treat pupils with respect
- Know their children and know their names
- Have high expectations of themselves and their pupils
- Model good behaviour
- Teach and promote social and emotional aspects of learning
- Investigate incidents carefully and promptly listening to both sides
- Ensure the classroom and other areas of the school provide a safe and attractive learning environment.
- Prepare lessons carefully to meet the needs and abilities of all pupils
- Let you know how your child is doing at school, at work and at play
- Involve pupils in deciding the class and school rules
- Work with families and other agencies to ensure smooth transition

Children will:

- Arrive at school in good time
- Treat adults and other pupils with respect
- Work hard in class and allow others to work
- Respect and follow the agreed class and school rules
- Look after other people in the school
- Report bullying or any accident or other incident
- Look after the school equipment

Parents and carers will:

- Ensure their child arrives in good time and with the correct uniform and equipment
- Ensure that on school days children have had a good night's sleep and have eaten breakfast
- Treat school staff and other school families with respect
- Let the school know if and why their child is not at school today
- Model good behaviour to their children particularly around the school site.
- Respect the school and class rules
- Park appropriately and encourage safe use of the school crossing patrol
- Attend parents' evenings and discussions about my child's progress
- Notify the school of their child's needs

Norman Street Primary School



Code of Conduct Agreement

As parent/carer of _____, *(insert name of child)*

I agree to ensure that my child abides by the terms of the school's Code of Conduct and have explained the consequences that may occur if they break the school rules.

Signed by:

Parent/Carer: _____

Date: _____