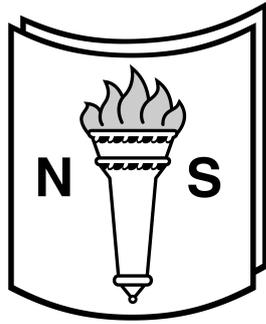


Newberries Primary School



Behaviour Policy

Date of Review: September 2020

Next Review Date: September 2021

Play Together, Learn Together, Achieve Together, Grow Together

Newberries Primary School

'Play Together, Learn Together, Achieve Together, Grow Together'



Behaviour Policy

Introduction

At Newberries Primary School we take a positive and proactive approach to behaviour management. We believe that positive behaviour is essential in order for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair. Positive behaviour must be carefully developed and supported. We believe that high self-esteem promotes good, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

There are two basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

Everyone at Newberries Primary School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

All staff, regardless of function or the nature of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues.

Aims

- To promote that everyone is valued equally.
- To promote equality by providing individuals with support to access educational opportunities.
- To promote an environment where we help our children to self-regulate and to learn that they are responsible for their own behaviour;
- To create a safe, calm and caring learning environment;
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;
To ensure that positive behaviour is encouraged and recognised;
- To develop pride in the school, in work, in effort, as well as achievement.

Rights and responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. The Jigsaw curriculum resource is used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not okay for other people to make it unsafe or unfair.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be cooperative and considerate. To do their work on time.
To have appropriate access to the school's facilities.	To share equipment. To care for equipment.
To have appropriate access to the teacher's time.	To be considerate of the needs of other pupils and to be aware that they will need to work independently. To try to be receptive and cooperative.
To have a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard and be able to express opinions.	To speak out but also to listen. To think about other people's feelings and use kind words. To give other people the chance to talk and share their opinions.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To play a part in the running of the school. To prepare lessons thoughtfully. To watch for unsafe things and practices.
To have support from within the education system, including other members of staff if required.	To provide that support both informally and formally.
To be involved in a collaborative decision-making model within the school (curriculum and organisation).	To consult with each other and reach agreement. To make an effort to be involved.
To be treated with courtesy by all.	To treat others with courtesy.
To be able to create consequences for children when they are disrupting other people's rights to safe movement, learning/teaching or communication.	To ensure that consequences are logical and proportionate. To provide an educational consequence to promote positive behaviour.
To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	Teachers to contact the parents/carers if there is a problem. To be approachable, to listen, to make the time, to act on information.

We believe that an appropriately structured curriculum and effective learning play a significant contribution in ensuring positive behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of anti-social behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focussing on the behaviour rather than the individual child. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

Playground

High expectations of behaviour are applicable in all areas of the school community, including the playground.

Promotion of self-esteem and personal and social skills

Actively building a rapport and trust with pupils is essential in promoting positive behaviour. In order to influence and guide pupils, it is necessary to be aware of their interests and views so that situations can be seen from their perspective. Pupils will achieve more when they are confident and when they feel trusted.

Children regularly take part in mindfulness sessions which encourage them to pay more attention to the present moment – to their own thoughts and feelings, and to the world around them. These sessions help them to feel calmer; manage their stress and anxiety; and they can help to improve their concentration.

We use the Jigsaw Scheme of Work as a tool for developing all children's social, emotional and behavioural skills. This resource offers an explicit and structured whole-curriculum framework. It is delivered mainly by class teachers but all adults who have contact with children – teaching assistants, lunchtime staff and support staff – need to be aware of the vocabulary used and the key ideas that are introduced to the children.

Our Golden Rules

We have an agreed set of Golden Rules which help us to work together for excellence to ensure Newberries Primary is a successful school.

Do...

- be gentle and calm in school;
- be kind, helpful and respect other people;
- be honest and truthful;
- work hard and use your time well;
- look after property carefully;
- listen to people and wait your turn.

Promoting Positive Behaviour

Hertfordshire Steps is the local authorities preferred approach to promoting positive behaviour in schools and services. Staff at Newberries are trained to use Herts Steps strategies.

Herts Steps is a therapeutic approach to promoting positive behaviour with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

Within Herts steps, staff are trained to use physical intervention strategies in order to support, guide or escort pupils to a safe place. These strategies will be used when there is evidence of need and they would be used as a last resort to prevent pupils from hurting themselves or others or seriously damaging property.

The principles of 'Herts Steps' underpin our day to day interaction with all pupils.

- All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating
- All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies (From Herts Steps Training)

To teach positive behaviour we:

- Model the positive behaviour we want to see.
- Listen to a pupil's concerns then investigate and respond appropriately. It is essential to be sensitive when supporting the pupil by recognising their concern and to provide the pupil with feedback.
- Use positive phrasing by telling the child what you want them to do, not what we don't want them to do.
- Build positive relationships with pupils and understand their individual needs.
- Provide comfort and forgiveness
- Plan activities which motivate and inspire pupils.
- Use scripts and follow routines
- Ensure that approaches to promoting positive behaviour are consistent.
- Ensure that positive behaviour is recognised and that success is shared with pupils through reward and positive reinforcement.

Rewards: classroom

- Smiles, encouragement and praise which is meaningful, specific and refers to the Golden Rules
- Stickers/ badges/ certificates/ Headteachers' Awards/ postcards home and Star of the Week
- Showing significant achievements to Head or Deputy, other teachers, other classes and also in assemblies
- Giving a responsible job in the classroom
- Each class will also have individual and whole class reward systems in place to recognise and encourage positive behaviour such as a marble jar

Food is not used as a reward (in line with ECM agenda where we promote healthy lifestyles and choices.)

We believe the balance between reward and consequence should be biased in favour of rewarding positive behavior fostered in the school's positive environment.

Supporting Children who are displaying unacceptable behaviour

- Give a child a visual prompt e.g. raised eyebrows
- Remind pupils of the expected behaviour and give them help to achieve this. For example if a child is calling out, remind them to put their hand up.
- Praise positive behaviours observed close by
- Give a verbal warning with a reminder of consequences
- Use positive phrasing by telling the child what you want them to do, not what we don't want them to do.
- Disempower the behaviour e.g. you can listen from under the table.

- Give limited choice options. For example instead of demanding that a pupil puts their pen down, ask them to put the pen on the table or in the pot.
- Children may require thinking time where they are asked to go to another area in the classroom, or another area in the school in order to have time to reflect and consider ways in which they can behave differently so that they can demonstrate positive behaviour.
- Use the de-escalation script (Appendix 5) to prevent a crisis.
- Give the child time to calm before using a restorative approach of reflect, repair and restore.
- Provide consequences for inappropriate behaviour.
- Use 'anxiety maps' (Appendix 3) and 'roots and fruits' (Appendix 4) in order to analyse behaviour and plan strategies to support the pupil.
- Create a Risk Reduction Plan where necessary.

Consequences

At Newberries we believe that behaviour is a form of communication and that in order to change a behaviour we need to analyse and understand any potential triggers, causes or unmet need, whilst maintaining high expectations and setting firm boundaries.

Consequences should be relevant and logical, providing the pupil with a learning opportunity to develop pro-social behaviour. It is essential that there is always an educational consequence which provides the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Adapting to Individual Needs

A distinction has to be made between developmental behaviour and persistently unacceptable, difficult or dangerous behaviour. Some children, including those with SEND who have specific needs relating to social, emotional or mental health, may find it continually difficult to follow the Golden Rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (School Nurse, Education Support Centre, Behaviour Support Team, Educational Psychologist etc.) Parents/carers will be continually involved in supporting the school in promoting positive behaviour. It may also be appropriate to complete a Common Assessment Form CAF, or a Risk Reduction Plan/Pastoral Support Plan if the child is at risk of exclusion.

It may be necessary to devise an 'individual risk assessment plan', a 'Risk Reduction Plan', or a 'personal pastoral support programme' for those in danger of exclusion, which will encourage the child to develop appropriate positive behaviour in school and give a consistent approach for adults to teach the appropriate positive behaviour. This will always be done in conjunction with parents, Headteacher, Class Teacher and Special Educational Needs Co-ordinator (SENCo) as appropriate.

Stepping Stones *(See Appendix 2)*

Our therapeutic approach to behaviour management is designed to de-escalate situations when children find it difficult to regulate and manage their emotions. Pupils are also encouraged to engage in a suitable consequence, rather than a punishment, to help them learn from these moments.

These stones are displayed in the classroom as a visual reminder; however children's names are not placed on them.

Bullying and harassment *(See Appendix 6 for Anti-Bullying Policy)*

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully. Investigations will take place to try to discover the reasons why the child has demonstrated bullying behaviours.

Links with Home

At Newberries Primary School we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting-positive behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote positive behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Home School Agreement
- Newsletters and through awards which are sent home
- The procedures as laid out in our Anti-bullying Policy and leaflet for parents/carers
- Ensuring parents are involved in supporting the school in promoting positive behaviour including through their involvement in Support Plans, Risk Reduction Plans and attending meetings where appropriate.
- Communication with class teacher
- Postcard home/Star of the Week

Parent/carer rights:	Parent/carer responsibilities:
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To make the time to be involved. To make the effort.
To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy. To let the school know of concerns about behaviour issues.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	To respect individual differences, opinions and beliefs. To inform the school if they feel that discrimination is taking place.

Confiscation of inappropriate items

(DfE document 'Behaviour and discipline in schools' (January 2016).

Occasionally pupils may bring into school items that are inappropriate. Teachers have the power the power to confiscate, retain or dispose of a pupil's property. If they feel these items will be detrimental to the learning environment.

Monitoring

The Headteacher keeps a record of any bullying or racial harassment incidents.

The governing body will ensure that arrangements are made to safeguard and promote the welfare of pupils. They will review this policy every three years unless the government introduces new regulations or recommendations on how the policy might be improved.

Class Teachers keep a record of incidents and inform Key Stage Leaders if these are becoming regular, or if they increase in severity.

The School's Behaviour Policy is also followed at lunchtimes. Staff are encouraged to use positive reinforcement (including praise and stickers) to encourage positive behaviour. Lunchtime staff are responsible for informing the Class Teacher, Key Stage Leader, Deputy or Head of any anti-social behaviour incidents as appropriate.

All records are kept in line with GDPR regulations.

The Headteacher and Deputy monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy.

Evaluation strategies which may be used when reviewing behaviour policies:

Pupil focus

- Perceptions recorded during class and school circle sessions:
 - a) classroom activities
 - b) the dining room
 - c) playground
- Class questionnaires
- Discussions during PSHE and circle time
- Worry box

Parent focus

- Perceptions recorded at reviews or parent evenings
- Questionnaire to parents regarding behaviour
- Issues raised by parents at meetings, forums etc.

Staff focus

- Rating of behaviour support, provision, resources, advice
- Attendance and discussion at staff meetings, INSET days
- Involvement in behaviour education: resource development, working groups and professional support
- INSET take-up and evaluation
- Staff surveys

External focus

- Perceptions of visitors and support staff, including educational psychologists, student teacher supervisors
- LEA officials, advisors or consultants
- OFSTED
- Governor learning walks and visits

APPENDIX 1

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently.

Whilst a fixed period exclusion may not be 'converted' into a permanent exclusion, in the situation where the Headteacher in charge believes that a fixed period exclusion may be followed by a permanent exclusion pending further investigation or further consideration of the details of the case, this should be made clear in the letter issued to parents notifying the fixed period exclusion.

If the headteacher excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

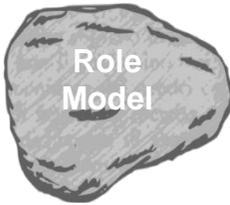
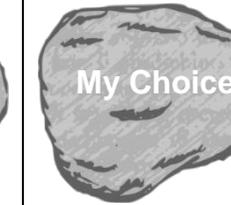
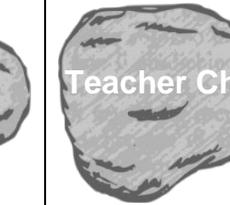
The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Appendix 2

Stepping Stones

A Headteacher's Award is given to a pupil who does something positive which stands out!						
						
Pupils recognised for a sustained achievement in work or behaviour for learning	Pupils recognised for an individual or combination of achievements in work or behaviour for learning which exceeds expectations	Pupils recognised for an individual achievement in work or behaviour for learning	Sitting appropriately Ready to actively listen Equipment accessible	Pupils supported to demonstrate positive behaviour	Consequential outcomes to support positive behaviour	Parents contacted and KS Leader informed. SLT involved as appropriate

Appendix 3

Anxiety Map



Appendix 4

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous
Behaviours

Pro- social
behaviours

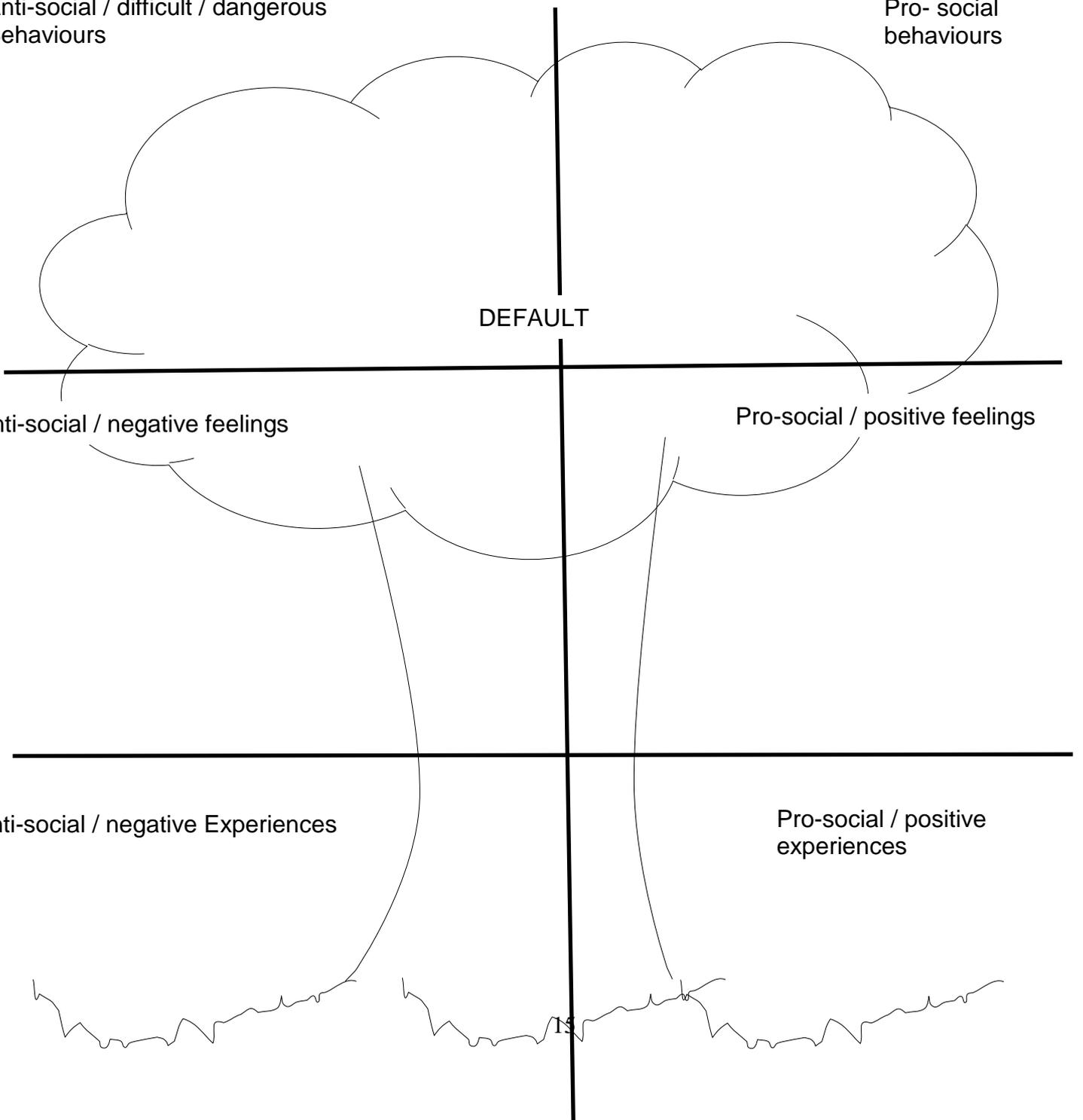
DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive
experiences



Appendix 5

De-escalation script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Appendix 6

Newberries Primary School

'Play Together, Learn Together, Achieve Together, Grow Together'



Anti-Bullying Policy

Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves (imbalance of power).

The four main types of bullying are:

- physical (hitting, kicking, theft);
- verbal (name calling, racist remarks);
- indirect (spreading rumours, excluding someone socially);
- cyber-bullying (elements of above via social media or other technologies)

At Newberries Primary School, we use the SEAL materials as part of our PSHE curriculum to discuss issues around bullying. This includes a whole school focus on Anti-Bullying in the Autumn Term which coincides with National Anti-Bullying Week. Discussions are always linked to our school's Golden Rules and core shared Values:

Respect Fairness Honesty Kindness Forgiveness Inclusion

Pupils who are a target of bullying may show changes in behaviour, such as becoming shy and nervous; feigning illness; taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be always be encouraged to report bullying in schools.

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory Duty of Schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of any incidents will be recorded and given to the Headteacher or Deputy Headteacher;
- a member of staff will interview all concerned and will record the incident;
- relevant staff will be kept informed and involved;
- parents will be kept informed as appropriate, ensuring confidentiality for those involved;
- Sanctions will be applied in line with the school's Behaviour Policy, focusing on consequences. These will be explored in order to raise awareness of the potential impact of this undesirable behaviour.
- Supportive measures would be implemented where necessary.

Pupils

Pupils who have been bullied will be supported in a range of ways including:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice;
- reassuring the pupil;
- offering continuous support;
- restoring self-esteem and confidence;
- ensuring that those who bullied them understand the consequences of their behaviour.

Pupils who have bullied will be helped by:

- experiencing defined consequences – in line with the school's Behaviour Policy;
- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrong doing and need to change;
- informing parents or guardians to help change the attitude of the pupil.

Signed:

Date:

Chair of Governors