

BEHAVIOUR POLICY

INTRODUCTION



North Denes Primary School is committed to providing an education of the highest quality for all pupils. The behaviour policy has been framed to support this by seeking to recognise a child's achievements.

The framework of discipline is intended to be consistent, protective, firm and fair. To achieve this, a statement of values, which sums up the ethos of the school, is promoted as a guide-line for pupils. Our motto and school rules are C (cooperate) A (achieve) R (respect) E (enjoy) this underpins the 'good to be green' and associated expectations /behaviours.

Children with additional needs will have reasonable adjustments made in consultation with the SENCo.

North Denes pupils created the following- HOW TO LEARN AND BE HAPPY AT NORTH DENES PRIMARY SCHOOL

We respect each other by treating each other kindly and thoughtfully.

We will not hurt each other by the things we do and say.

We have a right to be safe and happy.

We will be calm and quiet in school so that we can all learn in a pleasant atmosphere.

We look after our school.

We take care of our own things and those of other people.

We will always try hard to do our best in all that we do in school.

RECOGNISING AND REWARDING THE ACHIEVEMENTS OF PUPILS

School staff are committed to seeking to praise effort, achievement, kindness, respect for others in lessons and other parts of the school day.

The school follows a culture of "Let's Celebrate"

Our code includes:

- Praise and a smile
- Reward stickers
- Sharing Good work among the class (reading out or visualiser)
- Sharing Good work in Good News Assembly each Friday
- Star of the week – 1 per class. This child is rewarded with a certificate.
- Raffle Tickets for those who are on Gold with a prize for the winning raffle ticket each week
- Gold certificates – entry into headteacher's Gold Book
- Attendance Cup for the class achieving the highest attendance each week

- 100% Attendance certificate for whole year
- Awarding of house points
- Year group based 'Green Reward'
- Tidy classroom and tidy cloakroom trophies awarded
- Postcards home for excellent work
- Conduct certificates based on attendance of Green Rewards

DEALING WITH INAPPROPRIATE BEHAVIOUR

School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying or racism.

School sets clear routines and expectations for the behaviour of pupils across all aspects of school life- not just in the classroom.

Actions by staff are based on important principles.

1. It is the inappropriate behaviour that is rejected, not the child.
2. Adults should keep the situation calm.
3. A child's success at reducing inappropriate behaviour should be acknowledged.
4. Children must be guided to accept responsibility for their actions and the consequences, both intended and unintended.

CLASS BEHAVIOUR SYSTEM

At North Denes Primary School we maintain that every child has the right to learn without interruption. We reward good behaviour and the behaviour board encourages brilliant behaviour. There is a rainbow themed behaviour chart in each class.

Each class has a behaviour board;

- Every child starts the day with their name in the **GREEN** section of the rainbow. The main emphasis for the whole school is **'IT IS GOOD TO BE GREEN'**.
- There are 8 expected behaviours which show green behaviour
 1. **Show a positive attitude to learning and be ready to learn.**
 2. **Use kind hands, feet and words.**
 3. **Show active listening and participation.**
 4. **Show pride in your work and always try your best.**
 5. **Show respect to others.**
 6. **Follow instructions.**
 7. **Sit safely**
 8. **Be willing to share with others.**
- There is a possibility for children to achieve **GOLD** standard of work or behaviour. However the emphasis should be that GREEN is a high standard expected of all pupils, Gold standard is for those achieving way above the level of expectations.
- Pupils who reach Gold will choose a prize from the Gold Bag during Friday's assembly.

ENCOURAGING POSITIVE BEHAVIOUR

Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum. Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school, linking with the Jigsaw curriculum. There is a strong focus on good attendance and punctuality so disruption is minimised. See Attendance Policy.

Reward afternoon (half-termly)

Each child will be given a virtual 'Good to be Green' reward afternoon entry ticket at the beginning of every half term; breaches of the behaviour policy can incur a strike on the ticket. Examples of activities on the reward afternoons will be decided within each year group bubble. Children with SEN/D must have reasonable adjustments made, to ensure equality of access to this reward.

- Where a class move is given, it will be referred to SLT who will decide whether or not a strike is to be given
- After 2 strikes, the class teacher will phone the parents to discuss behaviour
- If a pupil receives 2 strikes they miss the first 30 minutes of Green Reward
- 3 strikes and a pupil will not attend the reward afternoon
- Children not attending Green reward will work with a designated member of staff

Conduct Certificates

- Conduct certificates to only be awarded at the end of the academic year (VB to continue with organising)
- Link with green reward system, colour of certificate to be based on number of green rewards a pupil has attended for example:
Pupil who attend 1-2 green rewards will receive Bronze Conduct Award
Pupils who attend 3-5 green rewards will receive Silver Conduct Award
Pupils who attend all 6 green awards will receive Gold Conduct Award

MANAGING MORE CHALLENGING BEHAVIOUR – CLASS MOVES

- The expectation is that the vast majority of behaviour will be managed by staff within the classroom. Adults will build good relationships with and make adaptations for children who struggle with self-regulation. For these children, adults will identify triggers and work to pre-empt and prevent the behaviours occurring. See appendix for prompts and support.
- If a child's behaviour is not acceptable, eg talking and not listening, not working, disturbing others: the teacher will draw the pupil's attention to the inappropriate behaviour by non-verbal or verbal rule reminders and through using a variety of behaviour management techniques (including trying to ascertain reasons for the behaviour e.g. another pupil is annoying them; they don't understand the work). If, in spite of this, the negative behaviour continues, a first formal warning is given. Appendix 1

- We expect the behaviour to improve. If it does not, a second formal warning is given and the child moves their name down the green zone of the rainbow, towards the edge of the red zone (stay on Green).
- At this point, the child will be offered reflection time (in or outside of the classroom) to calm down. The adults will use positive phrasing “I can see that things are difficult; let’s have time out to think”. If the behaviour improves when they return from their reflection time, the child can move their name back onto green. This incident should be recorded on CPOMS under behaviour.
- If the behaviour continues, the child’s name will be moved down to **RED** and a class move is given. Timings for partner class is 20 minutes and the incident should be recorded on CPOMS under behaviour. Appropriate work will be sent with the child and at the end of this period when the child returns to class they will start again on **GREEN**. This encourages a fresh start and a chance to rebuild. Children should be welcomed back into class.
- Children who have an on-going problem with low level disruption, should have a behaviour log kept in class (which should be recorded on CPOMS at the end of the day) - in consultation with the behaviour lead.
- Children who have frequent time out or class moves will be placed on a formal report card - in agreement with the behaviour lead. Targets are set in conjunction with the Behaviour Lead, the class teacher and the child and are monitored daily. Daily feedback is provided to parents, either face-to-face or via School Ping. These are reviewed weekly and continued as necessary.

Temporary changes to the policy during COVID-19

Due to the new routines and structures put in place to manage the risk of COVID-19 spreading, the following changes have been made to the behaviour policy and will be reviewed regularly during the term:

Our priority at our school is the safety of our staff, pupils and community. Your child’s safety and wellbeing is at the heart of everything we do. This addendum reflects the new rules and routines necessary to reduce risk in our school setting. Our existing behaviour policy still stands but given the current situation, there will be occasions when staff will need to consider social distancing and new school routines.

Positive behaviours we want to see

Within this new way of working, we will want to support your child to be safe and happy at school. We have outlined some of the behaviours that we are expecting to see so that you can work in partnership with us.

In addition to the above, we expect the following:

- Child leaves parent at the school gate and comes straight into school
- Pupils stay in their designated play area within the school.
- Pupils understand that coughing or spitting at/ towards other people is unsafe.
- Pupils follow instructions for how to move around the school as per specific instructions (for example, one way systems, out-of-bounds areas, queuing).
- All normal school strategies still apply
- School adults will verbally encourage positive behaviours
- Children will be reminded of the school rules by the adult
- Visual reminders around school building

Where it is deemed that a child is unable to cope and is putting the Health and Safety of others and themselves at risk, the school will seek support from the family and review their next steps.

Behaviour that will be construed as contravening safety instructions might include:

- Not following altered routines for arrival or departure
- Not following school instructions on hygiene
- Not moving around the school as per specific instructions
- Not taking responsibility for using tissues to catch coughs and sneezes and disposing of them in the lidded bin provided.
- Not following rules about coughing or spitting at or towards any other person

Lunchtime Provision / Inappropriate behaviour on the playground

Recognising and Rewarding good behaviour at lunchtimes

At lunchtimes, staff are committed to seeking praise for respect, kindness, and being helpful to others.

The following rewards for the above behaviour are

- Praise
- Stickers
- Lunchtime Superstars of the week

Lunchtime Superstars of the week

MSAs will nominate a child from each year group as Lunchtime Superstar of the Week to recognise their outstanding behaviour out on the playground and in the dining hall. This can include kindness, helpfulness, respect, and tidiness. They will have a special lunch on Fridays where they get to go into lunch straight away and have the table decorated and be served by the dining hall staff.

At lunchtimes we will use yellow and red cards when dealing with behaviour. There are three stages that are used at lunchtimes.

1. Verbal warning
2. Yellow card
3. Red card

Verbal warning: if a child's behaviour is not acceptable they will be given a verbal reminder of what is expected.

Yellow card: if behaviour continues the child will be shown the yellow card and will sit/stand with the MSA for five minutes to calm down. MSA will use positive phrasing e.g. I can see you are finding things difficult let's give you time to think it out.

Red Card: If the behaviour continues the child will be shown a red card and depending on what part of lunchtime it is given the child will either go in and will be with SLT, or the child will be in with SLT the following day.

Red Card incidents to be recorded in the behaviour book provided and given to the office who will CPOMS it.

Instant **red cards** are for fighting, violence against an adult, damaging equipment and using inappropriate language to an adult.

Nurture Garden (KS2)

The nurture garden is a safe play space for those children who are finding the larger playground at lunchtime more challenging.

The nurture garden is a place to help children, supporting them in their play and encouraging positive interaction with their peers.

Racial incidents

Any form of racial abuse will be recorded and then dealt with by the Head teacher.

Bullying

Any form of bullying will be recorded and then dealt with by the Head teacher.

(See separate anti-bullying policy.)

SERIOUS INCIDENTS AND EXCLUSION

INTERNAL EXCLUSION

Internal exclusion for pupils can be sanctioned by the Head Teacher or the deputy in Mrs Whiting's absence. Parents must be contacted by telephone and a reintegration meeting organised on the morning of the pupils return to class.

An internal exclusion will only be implemented for serious breaches of the behaviour policy – following class moves / intervention. This will trigger a behaviour support plan.

- Refusal to class move
- Verbal abuse to peers/staff including swearing
- Damage to school/pupil property
- Physical Assault
- Racist Incident
- Bullying

Where the incident is of such a serious nature that the school's resources do not meet the child's needs, a formal exclusion will be considered. The head teacher will decide if this is the most appropriate course of action.

FIXED TERM EXCLUSION

Exclusion of a pupil is the Head Teacher's decision. Paperwork to be completed by Behaviour Lead, including risk assessment plan for return to class and meeting with parents prior and post exclusion.

A child may be excluded for up to 15 days in any one term and 45 in a school year. This means a child is set work to complete at home and must not be seen in a public place during school hours for the duration of the exclusion.

PERMANENT EXCLUSION

In the event of a pupil's behaviour warranting their exclusion from school, the procedures outlined in the DFE guidance for schools (published 2008 and updated October 2011) and The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 will be followed.

SUPPORTING THE BEHAVIOUR POLICY

The school takes account and uses government guidance as follows:

Preventing and Tackling Bullying (See separate Anti-Bullying Policy)

Screening, Searching and Confiscation

Use of Reasonable Force (See separate Use of Reasonable Force Policy)

Norfolk Steps guidance and documentation

The Leadership Team will monitor the Behaviour Policy and will work with staff to develop curricular programmes for each year group to support pupils in making good choices of actions and behaviour.

Members of staff will be on duty at appropriate times of the day.

A staff meeting will be held to discuss the working of the policy and the needs of individual or groups of children as required but at least annually.

Children causing concern will be discussed at Wellbeing meetings and where alternate arrangements are required they will be implemented.

The Headteacher and deputy will make regular visits to classes to monitor classroom behaviour and learning.