



NOTLEY GREEN PRIMARY SCHOOL

(part of the CHANGE Schools Partnership Trust)

Behaviour Policy

Date of Policy: Autumn 2015

Date Adopted: Spring 2016

Date for Review: Spring 2018

Our Vision:

“Aiming High; Changing Lives”

Our Values:

- HOPE
- TRUST
- RESPECT
- RESPONSIBILITY
- COURAGE
- PERSISTENCE

Introduction:

At Notley Green we believe that good behaviour and discipline are essential to successful teaching, learning and everyone’s achievement and wellbeing. Our behaviour policy is strongly underpinned by our agreed core values. Consequently, all curriculum documentation and other policies should pay due regard to the aims and objectives of the behaviour policy. It is therefore vital to have high expectations of behaviour from everyone in the school community. Parents are partners with staff in the establishment of good behaviour and discipline. Our management of behaviour is designed to preserve and enhance the self-esteem of our pupils and encourage everyone to take ownership and responsibility for their actions.

Aims & Objectives:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values reflect mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of the school can live, work and play together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and can grow.

Our school approach to discipline is a positive one, which aims to create a positive and supportive school ethos and classroom climate. Rules are kept to a minimum and the primary aim of the behaviour policy is not a system to enforce rules, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn in a safe environment.

We believe that if children have clear expectations of acceptable behaviour, they will grow to understand the difference between right and wrong. The school promotes respect, for all people and their property, and every member of the school community is, therefore, expected to behave in a considerate way towards others, modelling good as a good example.

We treat all children fairly and apply this behaviour policy in a consistent way. We believe that relentless consistency is required for good behaviour to prevail across the school.

We operate positive praise, 'catching children doing what is right' so as to promote good behaviour, rather than to merely deter anti-social behaviour.

We want our children to be educated in a happy and secure environment. At the same time it should be a challenging, stimulating and worthwhile experience in which every child will find a place and feel that they are someone. The opportunities offered should provide sound preparation for adult life and be an enjoyable process where the value of the individual is recognised.

Principles:

At Notley Green there are **three** basic **rights** for all adults and children:

- **The right to feel and be safe.**
- **The right to learn.**
- **The right to be treated with respect.**

All rules (whole school and those agreed by each class) are designed to protect these rights.

- Everyone has a responsibility to protect these rights through their own behaviour and actions. All paid members of staff are authorised to deal with behaviour issues.
- All adults remain calm and positive when correcting behaviour. They plan what they will say and are conscious of their own self-management.
- Adults are not distracted into arguments or debates with children. They concentrate on the primary misbehaviour and avoid being drawn into correcting the way a child is talking to them or their attitude. This can be dealt with later. Particular care is taken when dealing with children with Special Educational Needs.
- Severe consequences do not make children behave well. It is the certainty that they will be held to account for their actions that encourages personal responsibility.
- Consequences are planned and well thought out so that they are in proportion with the misbehaviour.

We believe that if conflict or harm does occur, in order to move on, the needs of both parties are similar. It is not about apportioning blame, as we recognise that it is not always possible to identify at the outset of an enquiry who is the harmed/harmer. We therefore ask staff dealing with a situation where harm or conflict has occurred to ask **both** parties the following questions (based on restorative justice principles):

- What happened? (Not 'Why')
- What were your *thoughts* at the time?
- What were your *feelings* at the time?
- Who has been *affected* and how?
- What are your *thoughts* now?
- What are your *feelings* now?
- What do *you* need in order to move on/feel better?

Solving the problem is then handed over to the parties to agree using this question

- What needs to happen now in order to put things right?

Classroom Behaviour Expectations

We expect all children to behave well in school to safeguard the 'three rights' and in particular, the right to learn. In each class we operate a traffic light system

1. Early indications of disruptive/unacceptable behaviour – give a calm warning and deal, if possible, with any underlying causes to give the child the best chance to succeed in their learning.
2. If unacceptable behaviour continues, give a second and move the child into the 'Amber' category (Give the opportunity for a new start at the start of the next lesson). This is usually sufficient to curb low-level disruption. The child may need the opportunity to work separately within the classroom.
3. If disruptive behaviour continues or is more serious: verbal or physical (e.g. swearing, interfering with other children or their belongings, disturbing other children's learning opportunities, threatening language, hitting or rudeness towards children and/or adults) the child must be removed from the class, put in 'Red' and sent initially to the Pastoral Care Manager, who will escalate any serious matters to a senior member of staff.
4. When he/she has calmed down, he/she can return, apologise (important) and resume their work. (If possible, a LSA should support the child so that they can re-engage with the learning activity). There should be an expectation that the learning activity will be completed via a supervised catch-up time at lunchtime ('time out') will be used to achieve this.
5. If there is a repeat of the behaviour, the child should be sent to the Head of School/Headteacher (with a LSA escort, if possible). If necessary a 'red card' should be used to Head of School/Headteacher to come to the child. Usually an internal exclusion at lunchtime will occur as a consequence. The child's parents will be contacted, informed and invited to share in a meeting to help the child reflect and improve. Any child who has been in 'red' twice within a half term will have their parents/carers contacted by the Pastoral Care Manager.
6. A conversation between the child and appropriate staff (and parent if 5. above applies) should take place to ensure that the child has the opportunity to reflect on what happened, who was affected and why the behaviour resulted in a sanction. Self-help strategies should be explored with the child to enable them to make better behaviour choices in the future.

Children who have Special Educational Needs due to social, emotional and mental difficulties may need an adapted approach (e.g. supported 'time out' as determined by their Personal Support Plan) although the behaviour principles remain the same to ensure equity.

Serious behaviour incidents are followed up by the class teacher with the involvement of the Pastoral Care Manager and Head of School/Headteacher as appropriate. Where patterns of poor behaviour develop or there are sudden changes, parents/carers will be contacted to discuss the situation and establish possible ways forward.

Rewards and Sanctions:

Rewards:

We have high expectations of excellent behaviour in and out of lessons. We do not reward this, we expect it. The reward of good behaviour is celebrated through the outcome of children's achievements.

- All staff encourage children using specific praise to recognise positive learning behaviours (e.g. having a growth mindset, demonstrating Core Values)
- All staff may select children on a daily basis to be in 'gold' which is above green on the traffic lights visible in class.
- The reward of good behaviour is celebrated through the outcomes of academic and wider achievements – both within the classroom and through certificates for Achievement Assemblies.

There should be no other reward system in classrooms for achievement or behaviour. In individual cases where it is deemed necessary in conjunction with the SENCo, a reward chart for behaviour may be created for children with specific needs.

Sanctions:

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment, where the 'three rights' are upheld by everyone.

We expect all staff to adopt a consistent approach to any disruptive behaviour by referring to the prompts on our 'behaviour cards'. This is based on a restorative justice approach and encourages a positive conflict resolution/problem-solving approach.

Most sanctions revolve around loss of time at break time or lunchtime, giving the child the chance to catch up with work, reflect, or take the actions necessary following a 'restorative justice' conversation with an appropriate member of staff. More serious incidents where deliberate harm has been caused to another child/adult or property may result in exclusion (internal or external).

Bullying

We consider bullying to be "the persistent, wilful, conscious desire to hurt or threaten or frighten someone else". This can be physical, verbal or emotional.

This form of behaviour is always considered extremely seriously. It will be dealt with firmly with due consideration to the victim and the perpetrator. Where necessary, parents will be fully involved.

Teachers cannot always detect levels of bullying outside the classroom and it is therefore important that all adults and children alike inform staff where there is a suspicion of it.

It must be remembered that verbal abuse creates misery, as does physical abuse. This method of approach in dealing with behaviour must never be adopted by adult or child.

(See separate policy: "Anti-bullying Policy")

Physical Intervention to Control or Restrain

All members of staff are aware of and follow our policy on the use of physical intervention to control or restrain and only intervene physically to prevent injury to a child or to prevent a child from hurting themselves, others or school property. Only staff who have been trained in the relevant techniques may use physical intervention to control or restrain.

(See separate Policy – "Guidelines on Use of Physical Intervention to Control or Restrain Policy")

Searching & Confiscation

Linked to Government advice DFE-0056-2011:

Searching with Consent

School teaching staff (including HLTAs) are permitted to search pupils with their consent for any item which is banned by the school rules. Items banned are:

- mobile phones/electronic equipment
- toys/games
- jewellery
- items prohibited by law (knives, weapons, alcohol, illegal items and stolen items)

In practice, this will mean staff asking pupils to turn out pockets, open their bags etc. Any items found will be confiscated, placed in a secure place and returned to the child/parent at the end of a school day. A prohibited item will be dealt with in accordance with government guidance (see below) If a child refuses to cooperate, detentions will be applied and the parents contacted.

Searching without Consent

The law allows searching without consent relates to the items listed below:

- Knives, weapons, alcohol, illegal drugs and stolen items

Such searches will take place where there are reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item.

Searching without consent is limited to the Headteacher, Head of School, Assistant Headteachers and the Pastoral Care Manager. Where possible, the member of staff

must be the same sex as the child and will be witnessed by a further member of staff (if possible, also the same gender as the child)

The extent of searches is limited to clothes, possessions and personal storage places (e.g. trays)

The power to search without consent enables a personal search, involving the removal of outer clothing and searching of pockets. (More extensive searches can only be carried out by the police.) Reasonable force is permitted in line with established government guidance.

A prohibited item will be dealt with in accordance with government guidance and where necessary, the police will be contacted.

Parents will be informed if a prohibited item is found, unless it is judged inappropriate to do so.

Roles & Responsibilities:

i) The role of the Class Teacher (or other members of staff leading learning).

It is the responsibility and statutory authority of the class teacher to ensure that the school rules are upheld in their class, that the pupils discuss and agree appropriate rules for their classroom and that the pupils in their class behave in a responsible manner at all times. (All rules are designed to ensure that the Three Rights are met). The authority to discipline students also extends to locations outside the school premises (e.g. school visits)

The class teachers in our school have high expectations of all children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Where children fail to work hard, teachers will make a judgement as to whether a lunchtime 'time out' for 'catch up' is required.

The class teacher treats each child fairly and enforces the class/school rules consistently. The teacher treats all children in their class with respect and understanding.

Agreed Classroom Behaviour Management procedures are followed consistently to create high expectations for children.

The class teacher liaises with their Line Manager/Pastoral Care Manager/Inclusion Leader as appropriate regarding behaviour concerns; this may also involve contact with external agencies, to support and guide the progress of each child. Children with specific behavioural needs have individual management/personal support plans to assist with this process.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This should be done proactively and supportively, with a problem solving approach.

ii) The role of the Head of School/Headteacher (or Assistant Headteacher)

It is the responsibility of the Head of School/Headteacher (or 'Deputy Headteacher' in the Headteacher's absence), under the School Standards Framework Act 1998, to implement the school behaviour policy 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. [At Notley Green the Assistant Headteachers are deemed to have 'Deputy' status for the Head of School.]

The Head of School/Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher is also responsible for arranging any necessary training to enable the staff to fulfil the behaviour policy.

The Head of School/Headteacher oversees the record keeping of all reported serious incidents of misbehaviour. (The Pastoral Care Manager is responsible)

The Head of School/Headteacher has the responsibility for giving fixed-term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

iii) The role of Support Staff and Mid-day Supervisors.

It is the role of support staff and mid-day supervisors to ensure school rules are upheld and that the children in their care behave responsibly in school and on the playground.

The support staff and mid-day supervisors in our school are expected to treat each child fairly, with respect and understanding and to follow the school policy on behaviour and discipline. They should use the behaviour prompt cards to assist with this when incidents happen. (Appendix 1)

If a child misbehaves whilst in their care they should report this to the Class Teacher or the Pastoral Care Manager. In the case of a serious incident, a written report will need to be completed and passed to the Pastoral Care Manager.

iv) The role of the Pupils.

Each pupil in our school is expected to follow rules of the school/class at all times so that the 'three rights' can be upheld.

Therefore, each pupil in our school should behave responsibly at all times and show respect for adults and other pupils.

v) The role of the Parents.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We make this policy available via our website and we expect parents to read this and support us in its implementation.

We expect parents to support their child's learning and to co-operate with school. We aim to build a supportive dialogue between the home and the school and we inform the parents immediately if we have concerns about their child's welfare or behaviour as well as being proactive about reporting significant achievements.

If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concerns remain, they should contact the Head of School/Headteacher. If they still have concerns; they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

vi) The role of the Governors.

The Governing Body has the responsibility, in conjunction with the Headteacher, of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Head of School/Headteacher has delegated management of the day-to-day implementation of the school behaviour and discipline policy, but governors may be called upon to give advice. The Head of School/Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

Only the Head of School/Headteacher (or 'Deputy Headteacher' in the Headteacher's absence) has the power to exclude a pupil from school. They may do so for one or more fixed periods, for up to 45 days in one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. This is followed up in writing giving details of the conditions of the exclusions and appeals process.

The Headteacher informs the governing body and the LEA 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 Chair of Governors receives a copy of the parent's notification of any exclusion.

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

When an appeals panel meets to consider exclusion, they consider the circumstances, in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupils should be re-instated. If re-instatement is agreed, the Headteacher must comply with this ruling.

Action to be taken:

The Headteacher and Senior Leaders monitor the effectiveness of this policy on a regular basis. The Headteacher reports on this to the governing body and if necessary makes recommendations for further improvements.

The school keeps clear and detailed records of misbehaviour which are logged electronically, analysed for trends and patterns and reported to the governing body.

Policy Statement:

At Notley Green our approach to behaviour and discipline is summed up through the 'three rights' and these inter-related policies:-

- Behaviour & Discipline policy
- Guidelines on Use of Force to Control or Restrain policy.
- Anti-bullying policy

A summary of the consequences of misbehaviour can be seen at Appendix 2.

The Governing Body reviews this policy every two years. They may however, review it earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Agreed by Governing Body: Spring 2016

Review date: Spring 2018

Appendix 1 Behaviour Prompt Cards

Behaviour at Notley Green Primary School	
Rights	Rules and Responsibilities
<p>In our school all adults and children have 3 basic rights:</p> <ul style="list-style-type: none">• The right to feel and be safe.• The right to learn.• The right to be treated with respect.	<ul style="list-style-type: none">• All rules are designed to protect these rights.• Everyone has a responsibility to protect these rights through their own behaviour and actions.

If there is a conflict, the following questions should be asked to BOTH parties:

- What happened?
- What were your *thoughts* at the time?
- What were your *feelings* at the time?
- Who has been affected and how?
- What are your *thoughts* now?
- What are your *feelings* now?
- What do *you* need in order to move on/
feel better?

The final problem solving aspect is handed over to the parties to agree using this question:

- What needs to happen now in order to put things right?

Consequences of misbehaviour

