

School Handbook: Policies and Procedures

Title	Behaviour Policy
Associated Policies	<ul style="list-style-type: none"> • Child Protection And Safeguarding • Code of Conduct for Staff • Health and Safety Policy

Reviewed: September 2019

Next Review: September 2022

1.0 Principles

Newton Road School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. **Everyone** is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Responsible.'

2.0 Aim of the behaviour Policy

- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guidance for children, staff and parents/carers of expected levels of behaviour
- To provide a consistent and calm approach
- **All** adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to **promote positive behaviour**
- To use **restorative approaches** instead of punishments

3.0 Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

4.0 Our behaviour policy is based on the Pillars of Pivotal practice

- Consistent calm adult behaviour
- Relentless routines
- First attention for best conduct – "You're sitting beautifully, well done,"
- Scripting difficult conversations
- Restorative follow up
- Language around behaviour

5.0 All staff must

- Ensure that calm is the norm
- Take time to welcome students at the start of the day by **being at the door** of their teaching rooms at the beginning of the day and the beginning and end of each lesson/period
- Be in the right place at the right time
- Have high expectations and reward children that go **above and beyond** thus rewarding excellence rather than the norm
- Treat everyone with consistency, fairness and respect
- **Never walk past or ignore** students who are failing to meet expectations if it is not already being addressed
- Ensure a common and consistent use of language around behaviour is used to create clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are **unhelpful** and staff should remain professional at all times. Conversations should **follow the whole script** (see appendix) and behaviours should be discussed as the behaviours they are not as the child.
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

6.0 The Principal and The Senior Leadership Team must

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, forest points, phone calls/letters, certificates and forest points
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

7.0 Members of staff who manage behaviour well

- Deliberately and persistently catch students doing the right thing and **praise them in front of others**
- Know their classes well and develop **positive relationships with all students**
- Relentlessly work to build **mutual respect**
- **Remain calm and keep their emotion** for when it is most appreciated by students
- Demonstrate **unconditional care and compassion**
- Use the school approaches to supporting and discussing behaviour with the children

8.0 Students want teachers to

- Give them a 'fresh start' **every lesson**
- Help them learn and feel confident
- Be just and fair

9.0 Recognition and rewards for effort

We recognise and reward learners who go ‘above and beyond’ our standards. Our staff understand that at Newton Road School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships. Positive rewards include positive messages home for behaviour that is ‘above and beyond’.

All of our ‘above and beyond’ rewards are recorded on SIMS (School Information Management System).

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘*When the adults change, everything changes*’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

Above and Beyond Recognition	
Recognition boards with a praise note	Children are recognised for going above the expected standards and a note will be put on our recognition board to share with the school community. Examples of work may also be included on the board
Praise letters home Praise phone call home	When a child has gone ‘above and beyond’ the expected standards teachers may choose to call or send a letter home to share the achievement. They may also send copies of work home.
Principal/SLT Praise	If a child has gone above and beyond the expected standard children will be able to share their achievements with either the Principal or a member of SLT.
Classy Classmate	Each week a school PRIDE Value is chosen and the children in the class are given a cube and they give this cube to their classy classmate of the week. Saying “My classy classmate is.....because they showed VALUE when....” The child with the most cubes is the Classy Classmate.

Lunch Time Legends	At Newton Road we recognise the importance of continuing our positive approach to behaviour at lunch times as well as in the classroom. Lunch time legends are rewarded for showing our school rules and values at lunchtime. The staff on duty nominate a child from each phase each week.
Star of the Week	Children are recognised for going above and beyond in their class and this is shared on the recognition board but also in a Friday celebration assembly.
Values and Class Recognition	
Forest Points	<p>When starting Newton Road school each child is assigned a forest house:</p> <ul style="list-style-type: none"> • Thetford • Rockingham • Sherwood • Salcey <p>When a child is seen to be recognising and following our school values, staff will reward with Forest Points.</p> <p>P – Positivity R – Respect I – Integrity D – Determination E – Excellence</p> <p>‘Well done! You have shown real determination in trying to master that skill.’</p> <p>Forest Points are then collected weekly and the forest winners are announced during Achievement Assembly every Friday. The winning forest of every half term receive a reward.</p> <p>Individual forest points are also counted up and when a child earns 30 forest points in a term they receive a certificate in their class, 60 forest points a coloured forest point badge in their Class/Phase Assembly. 90 forest points in a term earns the children a gold pin badge presented in Celebration Assembly.</p> <p style="text-align: center;">All individual Forest point rewards (certificates and badges) are recorded on SIMS as above and beyond rewards</p>
Class Hundred Square	<p>Class Hundred Squares encourage collaboration in classes.</p> <p>Each half term the class set themselves two class targets. Hundred squares will be awarded</p>

	for meeting those targets and the class will be rewarded with a 'treat afternoon' for their efforts. (No more than 10 Squares are to be awarded per week.)
--	---

10.0 Managing Behaviour

Engagement with learning is always our primary aim at Newton Road School. For the vast majority of our learners a gentle reminder is all that is needed. There are some occasions when it is necessary for a child to leave the classroom or learning space for a short period of time, however steps should be gone through with care and consideration, taking individual needs into account when necessary. Praise the behaviour that is wanted and ensure all learners are given take up time in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

There are key visible adult consistencies we expect from all adults in school when managing behaviour. They are:

- Meet and Greet at the door
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Refer to Ready, Respectful, Safe in all conversations about behaviour
- Be calm and give 'take up time' when going through steps. **Prevent before sanctions**
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- First attention to best conduct
- Never ignore or walk past learners who are not following expectations
- Ensure all reminders are in private (PIP/RIP)

11.0 Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Behaviour Pathway		
Steps	Actions	Script
1) Redirection	Gentle Approach, Use child's name, Child level, Eye contact, Deliver message	Use non-verbal cues Adjust seating plan Acknowledgement Speak to the pupil privately -
2) Reminder	Gentle Approach, Use child's name, Child level, Eye contact, Deliver message. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.	Speak to the pupil privately - <ul style="list-style-type: none"> I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the opportunity to make a better choice Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you.'
3) Re-emphasis	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. (use the 30 second script)	Speak to the pupil privately – <ul style="list-style-type: none"> I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room/go to the quiet area/ thinking mat (learner's name), Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from

	<p>If the re-emphasis is not followed after take up time and the behaviour continues this must be recorded on SIMS by teachers or on Behaviour log by other staff. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch with their class teacher or the adult giving the sanction to have a reflective dialogue. (reflection sheet?)</p>	<p>you. Think carefully. I know that you can make good choices Thank you.</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'</p>
<p>4) Calming Time</p>	<p>A clear and calm verbal script is used.</p> <p>TIME IN not TIME OUT that counts – this is an opportunity to calm down, breathe and look at the situation from a different perspective and compose themselves.</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>	<p>Speak to the pupil privately –</p> <ul style="list-style-type: none"> • I noticed you chose to (noticed behaviour) <p>You have had reminders and it has been reemphasised to you so you need to:</p> <ol style="list-style-type: none"> 1. Wait outside the classroom/Go to quiet area 2. Go to sit with another adult 3 .Go to the other class <p>On the playground</p> <p>You need to:</p> <ol style="list-style-type: none"> 1. Stand by other staff member 2. Sit on the picnic bench 3. Go to the Principal's office <p>I will come and speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words and you have been reminded of our rules. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>After 2 minutes – the adult speaks to the child and reminds them of the rules of the school, the adult may choose to do a restorative conversation at this point if the child is calm enough and the time missed from Stage 3 will be to make up work or the child returns straight to learning and the time missed from Stage 3 will be for a restorative conversations.</p>

5) Repair	A Restorative Conversation with the adult who initiated Stage 3.	<p>5 questions from the script are usually enough</p> <p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>How have they been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently in the future?</p>
CONSEQUENCES	<p>Communication with parents/carers</p> <p>A formal meeting with class teacher and parents/carers</p> <p>A formal meeting with SLT and parents/carers</p> <p>Weekly behaviour meetings</p> <p>Pastoral Support Plans</p> <p>Exclusion</p>	<p>If a child has an incident requiring restorative approach the class teacher must inform parents/carers. The child's restorative conversation will occur outside their learning time during break or lunch and will be of the appropriate length for their age.</p> <p>If a child has two incidents requiring a restorative approach in one week the class teacher must make contact with parents/carers to inform them of the consequences for the child. The child will be in reflection with a senior member of staff during their lunch time. For each restorative conversation thereafter, within that week, they will miss the subsequent days break and lunch with a senior member of staff.</p> <p>If a child has four or more incidents in a two week (or regular incidents) requiring restorative conversations a meeting with parents/carers, class teacher and SLT. An appropriate consequence will be discussed with parents. This could be further reflection periods or a period of time working outside the classroom with senior staff.</p> <p>Children who regularly receive more than 3 restorative conversations in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour with the SENCo.</p> <p>When weekly meetings are not impacting positively on a child's behaviour a Pastoral Support Plan will be put in place in collaboration with; the child, parents/carers, class teacher and SENCo.</p> <p>A serious breach may lead to a fixed term or permanent exclusion</p>

12.0 Pastoral Support Plan

The Pastoral Support Programme is a process which should be put in place when we reach the stage of a formal meeting with SLT. It is an opportunity to identify needs and to support learning so that children are able to move ahead to success and achievement.

At Newton Road School we recognise that children can have individual and complex needs which require a more specific approach to their behaviour. At times, this means that children will have their own individual reward and consequence system in place which has been agreed by; the child, parents/carers, the SENCo and The Principal.

13.0 Serious breaches of the Behaviour Policy

Physical, verbal, sexual and racist attacks, bullying (including homophobic comments) and significant disruption and defiance are serious offences to which the School has a duty to respond immediately to protect the victims of such behaviour. This is a non-exhaustive list, and there may be other instances of serious misbehaviour which have not been identified in this policy.

In these cases, the pupil may be expected to work outside of their normal classroom with a member of the senior management team. The pupil may be excluded from school, either for a fixed term or permanently. Parents/Carers and the Principal will be involved in dealing with such cases. In extreme cases, the police may be involved. Academies have a legal duty to report racist behaviour to the appropriate authorities.

Academies need to respond to the serious incident appropriately in the first instance. After that the School needs to understand what may have triggered the action and a plan should be put in place.

14.0 Exclusion from School

Only the Principal has the statutory power to impose fixed term or permanent exclusion from school. This remains the case even where the Principal is away from the school site, unless an 'Acting Principal' has been formally appointed.

Permanent exclusion will only be imposed as a last resort, in response to a serious breach and/or persistent breaches of the Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education and/or welfare of the pupil involved and/or others in school.

The Department for Education's statutory guidance sets out the factors which must be considered and the procedure which must be followed when an exclusion is imposed. The statutory guidance can be accessed via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

The statutory guidance sets out when and how exclusions may be challenged by parents by making representations to the Governors' Discipline Committee and/or attending a Governors' Discipline Meeting, and when the Committee has the power to direct that the pupil be reinstated to school.

Northamptonshire County Council will be informed of all exclusions which bring the total number of days in the current term to over 5 school days, permanent exclusions and exclusions which would result in the pupil missing a curriculum test without delay. All other exclusions will be notified to Northamptonshire County Council once per term.

15.0 Use of Reasonable Force

In September 2012 the Government released non-statutory guidance on the use of reasonable force in schools. It recognises that:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or legal action.
- Suspension should not be an automatic response when a member of staff has been accused of excessive force.

- Senior leaders should support their staff when they use this power.

Reasonable force will be used to prevent pupils:

At Newton Road School the decision as to whether or not to physically intervene is down to the professional judgement of the member of staff involved and will always depend on the individual circumstances.

The list below is not exhaustive but provides some examples of situations where reasonable force can be used. Newton Road School might use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or school trip or visit.
- Prevent a pupil from leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Please note:

- The school provides 'Team Teach' training for school staff, which covers positive behaviour management and physical intervention.
- Any incident that requires a physical intervention will be recorded within 24 hours in the school's Bound and Numbered Log Book.
- Each incident is reviewed by the Safeguarding School Governor and the number of incidents will be monitored by the Governing Body.
- A Positive Handling Plan or Individual Behaviour plan will be produced if a risk has been identified or a child has required a physical intervention.

16.0 Application

This Behaviour Policy is for **all of our school community**. If it is to be effective **everyone must use it with confidence and consistency**.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

17.0 The role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The Governing Body members support the Principal in carrying out these guidelines. The Principal has the day-to-day authority to implement the Behaviour Policy, but the Governing Body may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.