

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 2021

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, accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to our school rules of being 'Ready, Respectful and Safe'.

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 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** to behaviour

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.

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 staff 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 Arbor (The school's 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	

	<p>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.</p>
Principal/SLT Praise	<p>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.</p>
Classy Classmate	<p>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.</p>
Lunch Time Legends	<p>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.</p>
Star of the Week	<p>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.</p>

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. You have earned a Forest Point for your Forest.'</p> <p>Forest Points are then collected weekly and the forest winners are announced during weekly PRIDE assemblies. The winning forest of every half term receives a reward.</p>
Class Hundred Square	<p>Class Hundred Squares encourage collaboration in classes. Each half term the class set themselves two class targets linked to learning modes or relentless routines. Hundred squares will be awarded for meeting those targets and the class will be rewarded with a 'treat afternoon' for their efforts.</p> <p>(No more than 10 Squares are to be awarded per week.)</p>

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.

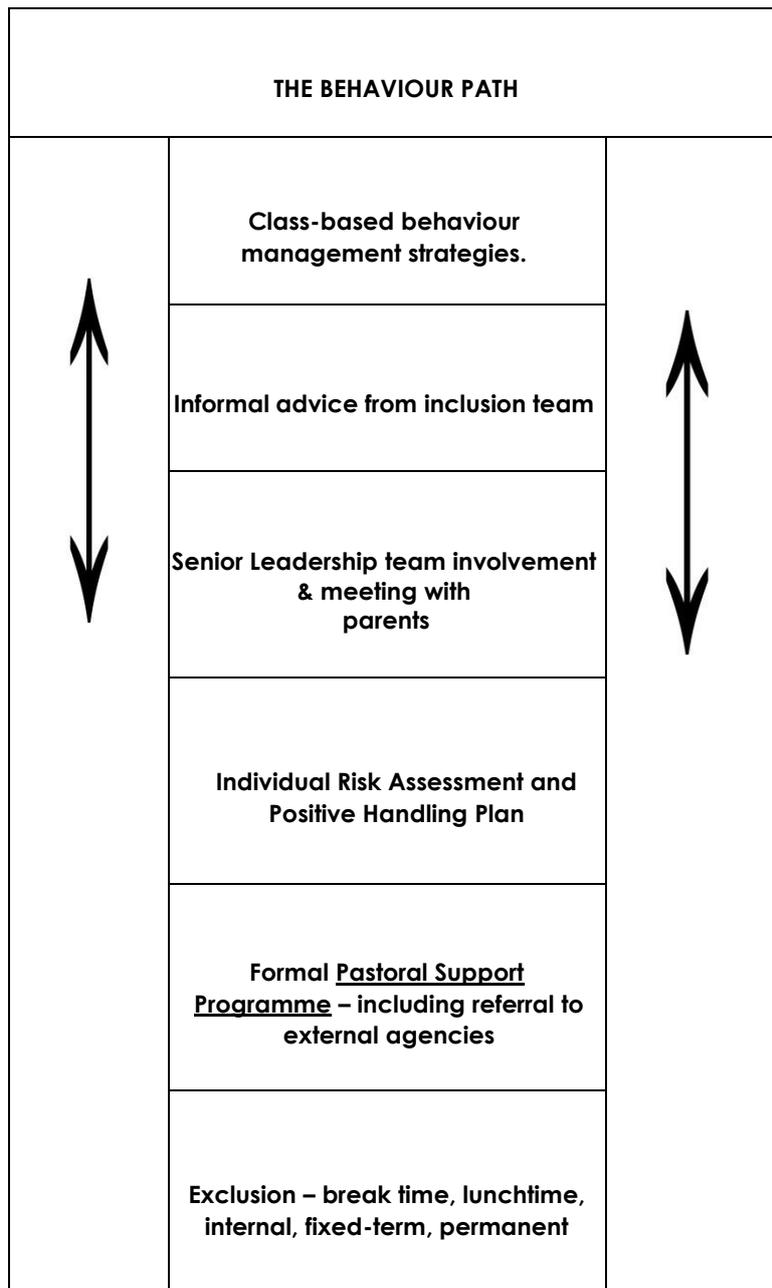
- Meet and Greet at the door
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Refer to Ready, Respectful, Safe in all conversations about behaviour
- Be calm and give 'take up time' when going through steps. **Prevent before 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

Newton Road School recognises the need for a consistent approach to behaviour. Below outlines behaviours and the possible consequences for these behaviours. These consequences will be appropriate for 'the majority of the children, the majority of the time'. There may be extenuating circumstances in which a child will have their own personal plan to follow, due to external influences or certain SEND needs.

MANAGING UNDESIREABLE BEHAVIOUR – THE BEHAVIOUR PATHWAY

A simple 'Behaviour Path' has been developed so that all staff can clearly identify how to respond to behaviour as it escalates/de-escalates.



Scripting Difficult Conversations

Below are example scripts of conversations that should be used when dealing with behaviour at Newton Road School. These scripts allow for a consistent approach to the language used which provides continuity and clarity for both pupils and staff.

Initial low- level behaviours

Speak to the pupil privately –

- 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.'

Continuation of initial behaviours:

- 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. (Restorative Conversation)
- 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 (learner's name),
- Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you.

Restorative Conversations:

1. What happened?
2. What were you thinking at the time?
3. How does this make people feel?
4. Who has been affected?
5. How were they affected?
6. What could we do to put this right?
7. How can we do it differently in the future?

Sanctions/Consequences

The grid on the following page is used to support and guide all members of the school community in the 'appropriateness' of sanctions and consequences, to ensure a consistent approach from all staff and a level of 'fairness' and continuity for children.

		Level 1 Implemented by all staff	Level 2 Implemented by all staff in collaboration with class teacher	Level 3 Implemented by class teacher	Level 4 Implemented by class teacher, supported by SLT	Level 5 Implemented by SLT
SANCTIONS		Non-verbal / verbal rule reminders	Formal recording on Arbor	Provision planned with the Inclusion Team Inform Parents Formal Recording on Arbor by teacher	SLT involved with provision planning Meeting with parents SLT to record meeting on individual child profile on Arbor	Pastoral Support Plan Consideration of exclusion Headteacher /Trust SENCo Involved SLT to record on Arbor
Behaviour Descriptors	REFUSAL	<ul style="list-style-type: none"> Not sitting on chairs properly Not listening Making a poor effort Not following uniform/jewellery policy 	<ul style="list-style-type: none"> Persistent Level 1 behaviours Initial refusal to follow an instruction Wandering around classroom Telling lies directly to an adult to exonerate yourself 	<ul style="list-style-type: none"> Persistent Level 2 behaviours Leaving the classroom without permission, but staying within the supervision of adults Refusing to do work/avoiding work Refusing to come out of toilets/hiding place Telling lies directly to an adult to get another in trouble 	<ul style="list-style-type: none"> Persistent Level 3 behaviours Leaving the classroom without permission, not staying within the supervision of adults Refusing to follow any instruction from any member of staff 	<ul style="list-style-type: none"> Persistent Level 4 behaviours Leaving the school site without permission
	VERBAL	<ul style="list-style-type: none"> Calling out Interrupting Inappropriate chattering 	<ul style="list-style-type: none"> Answering back/ Interrupting rudely Swearing to make people laugh Name calling / Unkind remarks Insulting families or loved ones 	<ul style="list-style-type: none"> Using language which offends others Swearing to release frustration/ Swearing under breath/indirectly 	<ul style="list-style-type: none"> Swearing directly to intentionally hurt or abuse someone Racist, sexist and homophobic abuse as a singular incident 	<ul style="list-style-type: none"> Serious verbal abuse Racist, sexist and homophobic abuse, taunting or harassment.
	DAMAGE	<ul style="list-style-type: none"> Interfering with the property of others Accidental damage to school or personal property 	<ul style="list-style-type: none"> Defacing own work Minor deliberate damage to property Deliberately throwing or flicking small items 	<ul style="list-style-type: none"> Defacing others work Deliberately damaging school or personal property 	<ul style="list-style-type: none"> Proven stealing of school or personal property Substantial damage to school property 	<ul style="list-style-type: none"> Arson Serious deliberate damage to school or personal property
	DISRUPTI	<ul style="list-style-type: none"> Distracting others Fiddling with things Not sitting on the carpet properly 	<ul style="list-style-type: none"> Encouraging others to misbehave by laughing at their poor behaviour choice 	<ul style="list-style-type: none"> Disrupting the class so that learning is affected Manipulating others to make a poor behaviour choice 	<ul style="list-style-type: none"> Persistent, significant disruption to learning Using threats to force others to make poor behaviour choices □ Extortion 	<ul style="list-style-type: none"> Persistent, significant disruption to learning despite numerous strategies engaged to deescalate
	PHYSICAL	<ul style="list-style-type: none"> Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space. 	<ul style="list-style-type: none"> Play-fighting, leaving an injury 	<ul style="list-style-type: none"> Threatened violence Deliberate minor physical assault: including hitting, strangling, punching, pinching, kicking Spitting on things 	<ul style="list-style-type: none"> Possession of an object that could be used intentionally to harm someone Serious fighting Deliberate serious physical assault: including hitting, strangling, punching, pinching, kicking Spitting at someone 	<ul style="list-style-type: none"> Deliberate serious wounding Causing injury by biting Sexual misconduct
	BULLYING				<ul style="list-style-type: none"> Monitoring for bullying with regularly targeted behaviour incidents from one child to another 	<ul style="list-style-type: none"> Proven and persistent bullying
Consequences		<ul style="list-style-type: none"> Reminder of school rules/expectations Reminder of Learning Modes and what they look like 	<ul style="list-style-type: none"> Controlled choices – Do work at another time Change of position in the classroom Re-do work Loss of privileges – e.g. part of breaktime, lunchtime. This is individual for different children and will be managed by class teachers and phases accordingly 	<ul style="list-style-type: none"> Own individual resources within the classroom (i.e. own table/work station) Parents MUST be informed Removal of privileges – loss of entire break time Removal from classroom if causing disruption to other pupils. Individual space to calm down Working restoratively – mediation between children where necessary Possible referral to the SENCo/Inclusion team. 	<ul style="list-style-type: none"> Referral to external agencies in liaison with the SENCo A formal meeting with parents Internal exclusions Removal from possible trips Individual risk management plan completed with someone from SLT and inclusion team RA and PHP completed Changes to curriculum / timetable Possible reduced timetable Possible increased adult support Structured lunchtime 	<ul style="list-style-type: none"> External exclusions – fixed term or permanent Pastoral support plan completed Headteacher meeting with parents Formal recording with NCC/NET
Restorative conversations should happen for all behaviour choices. Consequences should be decided with children during reflective discussions after de-escalation.						

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 Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working within the school are advised to maintain an attitude of 'it could happen here'

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

The school has a Zero-tolerance approach to sexual harassment and sexual violence.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' or "awful" they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Fixed term exclusion
- Managed move to an alternative education provider
- Permanent exclusion

The school has procedures in place to respond to any allegations of sexual harassment, sexual violence

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information on

www.newtonroadschool.co.uk

14.0 Serious breaches of the Behaviour Policy

Physical, verbal, sexual and racist attacks, bullying and disruption (including homophobic comments) significant defiance and disruption 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 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.

15.0 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.

North 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 North Northamptonshire County Council once per term.

16.0 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 schools 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.

17.0 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.

18.0 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.