



Norwood Primary School

Behaviour Policy

Name of Committee:	Full Governing Body
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PROCEDURES

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996 : *The Use of Force to Control or Restrain Pupils*. Adults in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines.

Should *Positive Handling/Restraint* training be needed Norwood School will liaise with local special schools who provide outreach training for relevant and nominated members of staff.

It is quite clear in legal terms, that a Head Teacher is responsible to the Governors for developing the school rules and codes of conduct which give effect to the overall behaviour policy of the school. In developing such codes the head teacher should take into account any guidance given by the governing body.

The behaviour policy needs full implementation by all members of staff and the support of parents and carers, in order for it to be successful. Additionally it needs to be within the framework of the aims and philosophy of the school. The better the general framework the less likelihood of recourse to extreme sanctions.

Good behaviour and discipline are crucial in providing a good education. Without an orderly atmosphere effective teaching and learning cannot take place.

Our school has to play a vital part in promoting the spiritual, cultural, social, mental and physical development of children. We need to assist children to grow up with a clear and acceptable view of what is right and wrong; appreciating the needs of others and of the society around them.

Our ethos therefore needs to promote values which include:

- Encouragements of self-discipline and self-respect, within an orderly community which shows concern for the environment
- Trust and fairness
- Honesty
- Tolerance, sensitivity and compassion

Our school needs to have a calm, pleasant atmosphere in which pupils give their best, and thrive on rewards and praise.

Children's behaviour can be affected by a number of different factors. Parental influence is critical in shaping pupil attitudes and behaviour. This includes ensuring that pupils are punctual and attend regularly. Likewise, the organisation and policies of the school, its physical environment and the overall ethos, all have strong influences on pupil behaviour.

Indeed the school has the capacity to lead, support and encourage pupils in developing good behaviour and in learning to play a responsible role both within school and in the wider world.

Boredom or lack of understanding and progress can each lead to misbehaviour. Therefore work needs to be relevant, appropriate and inspiring, and the teaching needs to motivate and involve all pupils.

All staff need to have high expectations of every pupil, in terms both of achievement and of behaviour. Discipline is most effective when all employees within school can be constructive and positive and when they are specific about what behaviour is expected of a pupil and what is unacceptable. Teachers, support

staff and lunchtime supervisors all receive training regarding positive approaches to behaviour.

Pupils are likely to behave and learn better when they feel responsible for their learning and capable of success. Pupils should be encouraged, under the guidance of the teacher, to set and organise clear goals for themselves; reflect on their own progress and work co-operatively with their peers.

Improvements in behaviour are more likely to follow if the child's self-esteem can be enhanced, and if the pupils can be brought to recognise the effects of his or her behaviour. The Personal, Social, Health and Citizenship Education that we provide, and religious education in particular, can help children to develop principled thinking. No matter how well planned the curriculum, or how well the teacher plans or prepares for individual lessons, instances of disruptive behaviour are bound to occur at times. Teachers will need to assess frankly and objectively the reasons for the poor behaviour, but they will also enforce our Positive Discipline System to ensure that disruptive behaviour is not tolerated.

A long and varied list of sanctions is desirable before reaching the ultimate. Any sanction is less likely to be effective if over used. Staff should not by-pass earlier sanctions, and there should always be a next step. It should also be remembered that poor behaviour often stems from personal problems and in such instances punishment only has a short term effect. Further, it is essential that the child understands that it is the behaviour which is unacceptable and not the person.

REWARDS AND SANCTIONS

Heads and teachers have legal authority to impose reasonable punishment where necessary. It is important to make clear that bad behaviour is unacceptable and will be punished. Rules of behaviour should be constructed in such a way as to ensure that pupils learn to expect fair and consistently applied punishments when merited. Such rules should be designed to promote good behaviour and should make apparent the distinction between serious and minor offences.

Praise could take the following form:

1. Quiet word
2. Book comment, stickers, smiley faces
3. Drawing attention to good work
4. Visit to another member of staff (e.g. member of Leadership team)
5. A public word of praise
6. Public commendation (awarding house point tokens, name on the happy side and merit certificates), giving of responsibility
7. Marks, grades, assessments
8. School reports and records of achievement, comment favourably on behaviour and attitudes
9. Information to parents/carers of praiseworthy achievement

Recognition need not be confined to achievements in school. Out of school achievements will be given recognition in assemblies and in classes, as will general attitudes and demeanour (recognised through awarding house point tokens).

Where punishment is necessary, the following general rules should be observed

- We should avoid the punishment of whole groups for the activities of individuals unless there are exceptional circumstances
- Individuals should not be made scapegoats for the activity of a class or group
- Punishments which are humiliating or degrading must not be used and they should always be in proportion to the offence

- Any incidents that occur during play time will be addressed by a member of staff on duty. This member of staff will then record the details of the incident in the class behaviour diary. Incidents
- Each Midday Supervisor is provided with an individual carbon copy book which is kept on their person. Incidents that occur during lunch time are recorded on carbon copy books and passed on to the class teacher at the end of lunch. The carbon copy slip is then stapled into the behaviour diary. Class teachers will make decisions about the sanction required.
- Where an adult makes a decision regarding sanctions that impact on break or lunchtimes, this will be recorded on the Midday Supervisor noticeboard located in the staffroom.

Sanctions short of exclusion take a variety of forms

- Immediate checking of misbehaviour – verbal/non-verbal, private/public
- Make a list of children’s names on the sad side of the board, leading to loss of privilege (see Positive Discipline System)
- Child asked to write:
 - A list of reasons for not doing something
 - And apology
 - An explanation
 - A promise
- Repeated/extra work – for poorly presented/below potential work owing to misbehaviour. Avoid using work as a punishment otherwise
- Loss of privilege e. g. playtime, club, social event, team (though beware of effect on others)
- Referral straight to the HT/DHT for any acts of physical violence to any member of the school community
- Seclusion

In addition to straight reprimand, measures used by our school which help prevent a recurrence of the misbehaviour include steps such as:

- Time out (red and yellow cards are available for use by Midday Supervisors to remove a child from the play area for 5 or 10 minutes)
- Movement of position in class or isolating from peer group
- Referral – to class teacher, Deputy Head, Head, depending on person referring
- Informal parental consultation – word of mouth e. g. phone (this can be logged if the teacher feels it is important)
- Formal parental consultation – invitation by letter, warning about next stages
- Exclusion at a lunchtime
- Placing on report – up to five working days, by class teacher daily
- Placing on report – weekly, up to a month by class teacher, head teacher
- Use of an agency (e.g. LA behaviour unit)

Whatever sanction is employed, teachers should act quickly and pupils should be left in no doubt as to why they are being punished, and how, through improvements in behaviour, they can avoid recurrence. But in many situations forethought, preventative action and positive interventions can avoid the need for sanctions.

RECORDING BEHAVIOUR INCIDENTS

Each class is provided with a behaviour diary. On a daily basis, a record needs to be kept of any poor behaviour incidents with a clear description of the event with the sanction imposed.

The recording adult should clearly record their name against their entry.

The 'Sad' side should be recorded in the diary with an outline of reasons and incidents.

Each behaviour incident should show as follows in the behaviour diary on the page with the date in which it happened;

- name of child and level of sanction (copy directly from board) e.g. Neil (merit lost)
- brief reason behind sanction
- have parents been informed and if so, their response
- outcome recorded

PARTNERSHIP WITH PARENTS/CARERS

Parents and carers have a vital role in fostering good behaviour. Since September 1999, Norwood has had a home-school agreement in place, in compliance with the national expectations. It gives an indication of the parental encouragement and support which children need to participate fully and positively in their day-to-day school work and in the wider school and community. For our school policies to be effective, parents need to co-operate with the school in matters of discipline and to reinforce the school's behaviour policies at home.

EXCLUSION

Every effort should be made to control situations before they reach a point where exclusion is the only option. Exclusion of a pupil – either fixed term or permanent – is a serious step for any school to take. DfE guidance makes it clear that the head teacher's power to exclude a pupil should be used sparingly and in response to serious breaches of the school's code of conduct. This is carried out in line with the Norwood Primary School Exclusions Policy.

However a Head Teacher could lawfully exclude a child for:

- Repeated failure to follow academic instruction
- Failure to complete a behavioural sanction, e.g. a detention, a decision to change the sanction to exclusion would not automatically be unlawful
- Repeated and persistent breaches of the schools behavioural policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own a child can still be excluded if it is part of wider pattern of behaviour. These duties need to be taken into account when deciding whether to exclude a pupil
- Formally arranged part-time timetables may be necessary as a temporary measure in exceptional circumstances to meet a pupil's needs but must not be used as a disciplinary sanction and is not a long term solution.

RISK ASSESSMENTS

A risk assessment will be written should the nature of a child's behaviour be deemed a risk to themselves or others. A risk assessment will be written and implemented for any child currently on roll, returning to roll post seclusion/exclusion on new to school with previous incidents.

EXTERNAL SUPPORT SERVICES

Schools may on occasion decide to ask the LA for assistance from its education welfare, education psychology or behavioural unit services in dealing with particularly difficult pupils.

At a practical level the involvement of these services might take one or more of the following forms:

- Discussions about individual cases with school staff, and advising staff generally
- With the agreement of the school and home, discussing behavioural difficulties with the pupils themselves
- Visits to pupils' homes
- Acting, with the head's agreement, as a neutral chairman at meetings between school representatives and parents
- Contributing to programmes of in-service training for teachers

APPENDIX

Norwood School Positive Discipline System

At Norwood School we value every child as an individual and believe that every child has a right to learn, enabling them to achieve their full potential.

To ensure that Norwood School provides children and adults with an environment that is conducive to learning, we have a firm and fair positive behaviour system that is implemented by all adults across the school.

The Positive Discipline System is one that works based on 3 fundamental school rules.

Rule 1 : You must listen when an adult is talking.

Rule 2 : Carry out your learning without disturbing others.

Rule 3 : Do what you are asked to do first time.

The three rules have been kept simple and easy to remember.

These rules are on displayed in each of the learning areas throughout school.

When children are well behaved at Norwood School they receive lots of verbal praise and rewards.

In any unfortunate situation when a child does not behave to an acceptable standard we have a clear process of sanctions that adults follow. Any action taken due to bad behaviour is done with a view to the child understanding the error of their ways and learning from the mistakes that they have made.

Individual Rewards

Children will be awarded with Head Teacher and Deputy Head Teacher gold stickers, house points for both good behaviour and good levels of achievement in their work.

Each child begins each day with a merit. at the end of each half term, an average total of merits achieved is calculated and a gold (100% merits), silver (80-99%) or bronze (60-79%) certificate awarded. Any pupil keeping less than 59% of merits will not receive a certificate. Merits are removed if a pupil has their name on the sad side and this is subsequently underlined. Merits can also be removed instantly if the adult imposing the sanction deems this appropriate according the incident that has occurred.

Children who achieve these certificates will be presented with them in the celebration assembly at the end of the day on a Friday.

Whole Class Rewards

Class credits will be awarded when the **whole** class displays good behaviour. For every 10 credits the class achieve they will receive a whole class reward. Rewards will be negotiated with the class and their adults at the start of the year with rewards increasing in significance as their class credit total grows.

Example chart of Class Credit Rewards

10 Class Credits	Extra 5 minutes at playtime
20 Class Credits	Extra 10 minutes at playtime
30 Class Credits	Extra PE session
...	
100 Class Credits	Picnic on the field

Individual Sanctions

The three school rules are displayed in each of the learning areas.

Rule 1 : You must listen when an adult is talking.

Rule 2 : Carry out your learning without disturbing others.

Rule 3 : Do what you are asked to do first time.

If a child breaks any of the school rules then the following process will be applied.

	Action	Sanction	Other Information
1	Name written on the sad side of the board.	This is a warning and no further action will be taken if the warning has a positive impact on the child's behaviour.	The teacher will not stop the learning of others to carry out this task.
2	Name is underlined.	Loss of daily merit.	Indicate this on the merit chart by shading the merit for the day.
3	Name is underlined for the second time.	Loss of 5 minutes play time.	When any loss of playtime/dinner time occurs, the child will complete a piece of work that enables them to consider the consequences of their actions. Parents/carers informed on collection or by telephone.
4	Name is underlined for the third time.	Loss of 10 minutes play time.	When any loss of playtime/dinner time occurs, the child will complete a piece of work that enables them to consider the consequences of their actions. Parents/carers informed on collection or by telephone.
5	Name is underlined for a fourth time.	The child will be removed from the class as an internal exclusion. They will be sent to a member of the Leadership team to continue their learning outside of their class setting.	The child will only be able to return to their class when the member of the Leadership team has met with parents/carers and the class teacher to discuss the child's behaviour.

Ideally any sanction should be imposed on the day of the incident/s. Where this is not possible, adults should ensure that this is in place for the following school day. Any KS2 child reaching sanction 3 or beyond during the afternoon session will be kept until last to be released from school at the end of the day.

Repetitive poor behaviour where the pupil regularly reaches sanction 4 or 5 will result in additional measures being put in place i.e. IBP for behaviour, involvement of outside agencies, use of Peterborough seclusion units and ultimately exclusion.

Weather Chart

Reception and Year 1 follow the Weather Chart system for identifying positive and negative behaviours. Each child starts on the sun (which is a positive place to be) and can work their way up to the rainbow and then the shooting star by making the correct choices. Any positive behaviour choices after reaching the shooting star equals a house point. Any unwanted behaviour results in moving down to the grey cloud as a warning and then finally the thunderstorm cloud which equals a merit loss. Any continuing unwanted behaviour after reaching the thunderstorm equals the usual sanctions of visiting a member of the Senior Leadership Team/loss of play time. It is a fluid system whereby a child who may be on the thunderstorm can still work their way 'back up' to achieve the goal of ending the day on the sun or higher. For our youngest children, it allows them an opportunity to reflect on their behaviour choices and understand that they can take responsibility for improving their behaviour.

House rewards

Children are awarded house points for various reasons (i.e. good learning behaviours, behaviours linked to the star philosophy). One house point is awarded for recognition of positive behaviours or good learning. In exceptional circumstances, more than one house point may be awarded. These are collected in the house cylinders located in the hall and counted at the end of each half term. The house with the most tokens receives the house reward. This could be a session on the Playbus or a trip to a soft play centre.

Behaviour Sanctions Outside of Lesson Time

Any behaviour incidents that occur outside of learning time will be dealt with swiftly and effectively by the relevant members of staff.

At lunch time behaviour books held by the mid-day team will be completed with any incident, including name of child, others involved, who has been informed and recommended sanction. This will then be passed onto the class teacher who will implement the relevant sanction and record in class behaviour diary.

If the Mid-Day Supervisor feels that the child/situation would benefit from a 'cool down', the child may be removed from the playground/setting for a 5 or 10 minutes. The child must be sent in with a yellow card for 5 minutes and a red card for 10 minutes.

If the incident is of a violent nature where a child has been endangered or safety is put in jeopardy, a member of Senior Leadership Team must be informed immediately, **via Digital Radios** so that adults, child ratios are not compromised.