Aim High   Never Give Up   Follow Your Dream   Lead By Example

BEHAVIOUR POLICY

Ratified By	School Effectiveness Committee
Date	22/01/2024
Minute	8
Review Date	Spring 2025
Policy Statement	
What is the policy for?	This policy is for all members of the Norwood Primary School family to ensure that there is a common and consistent understanding of what we expect from our children
Who has devised and contributed to this policy?	This policy has been devised by the SLT in consultation with staff
How will this policy be communicated?	The policy is available on the school website and a copy is available from the school office. Supporting materials are displayed around school
How will this policy be monitored?	Governors will monitor this policy through the Head Teacher reports and through Governor visits/days
Which other policies are linked to this policy?	All Safeguarding policies, with specific links to Anti-bullying. Home School Agreement and Code of Conduct.

Respect for all

At Norwood Primary School, we believe that every person is equally important. Good relationships between adults and children ensure a happy learning environment – staff must work hard to ensure these positive relationships are developed.

This policy reflects the values, ethos and philosophy of Norwood in relation to behaviour support.

Norwood Primary School values and expects the support from our parents/carers. Evidence shows that where the best outcomes are achieved for the children, school and home work in partnership in fulfilling this policy.

It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving.

The policy is agreed upon by the whole teaching staff and presented to the Governing Body.

The document is available for interested parties.

At Norwood, everyone has a part to play in the promotion of high standards of behaviour.

We aim to create an environment in which pupils can learn and develop to their full potential.

We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils.

At Norwood, all staff working with our children receive training in behaviour support – we are currently working on training all staff on a common approach.

This training is called "Steps" and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: "The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

This statement reflects the philosophy, policy and practice at our school.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment.

It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are being trained in level one 'Steps' training and new staff joining the school will receive this training as soon as it is available to them.

The Head Teacher, Deputy Head Teacher and a member of support staff are accredited Steps trainers.

Annual refresher training will be provided for all staff.

Rationale

At Norwood it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning.

Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education.

Within our school community, we aim:

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To uphold our school values as a rights respecting school.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To develop pride in the school, in work, in effort as well as achievement.

Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour. Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.
- The school adopts a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

Right and Responsibilities

At Norwood our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. The school's core values that specifically relate to the support and management of behaviour are:

- Respecting the dignity of each person; their individuality, their feelings and their role in the school.
- Showing respect for each person, and empathy for their feelings.
- Building confidence and self-esteem by valuing each person's successes and achievements.
- Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- Communicating effectively, including listening to hear, so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- Building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here.
- Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti- Bullying week (refer to Anti-Bullying policy).

A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies.

Children, both with and without SEN benefit from clear routines that provide continuity and consistency to their time in school.

Minimum Classroom Requirements

- Established routines and rituals
  - Entering the classroom
  - Rules for accessing the cloakroom and toileting
  - Monitors for tidying up
  - Established procedure for lining up
  - Routine for transitions – start of the day, breaks, lunch, end of the day
  - Welcome your children into your classroom each morning with a smile and a hello
- Visual timetable reflective of the day
- A welcoming, purposeful morning activity
- School rules and Star Philosophy displayed
- Children and adult photographs on the classroom door
- Use of Stop Sign – will all children responding quickly
- Regular pattern for your weekly timetable
- Pre-warning of change where possible
- Quiet learning atmosphere
- Decluttered classroom
- Doors opened and closed on time
- Good time keeping to collect children at the end of break and lunch
- Where waiting has to occur, make it purposeful – reflect on learning, practise tables etc.
- Emergency 2 day planning readily available

Praise, Reward and Celebration

Rewards/praise/celebrations should be in that 'moment of time' and where possible do not give a time delay. This will enable children to link the reward/praise/celebration to the actual positive behaviours.

Where a time delay is unavoidable, do not share with the children your intention to reward. Put plans into place for a time as soon as possible and then at the time of the reward, share with the children that you have been reflecting on their amazing behaviours/attitudes/efforts/teamwork etc and that you would like to celebrate this today. Any food treats are covered by our permissions and consent forms, however staff must be vigilant around food allergies.

When providing rewards/praise/celebrations, this need to be done in the manner that child is comfortable with – such a

- Presenting of a certificate in private
- Sharing in assembly
- Posting on Seesaw to the whole class journal
- Tagging just the child into the post

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by⋯

- Praise from adults and peers
- Stickers for themselves
- Rewarding of house points
- Showing good work to other classes, teachers, Deputy Head or Head Teacher.
- Good work and achievements being displayed around the school and on Seesaw.

A Therapeutic Approach

At Norwood we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.

It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil.

To enable change, we need to understand the child's behaviour not just suppress the behaviour. The Steps 'Roots and Fruits' exercise supports staff in identifying the underlying influences on behaviour.

This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport through a school trip
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity and/or the frequency of the behaviour.

Consequences and Sanctions

At Norwood, adults have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies.

Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

Consequences/Sanctions should be in that 'moment of time' and where possible do not give a time delay. This will enable children to link the Consequences/Sanctions to the actual behaviours.

When a child is not demonstrating positive behaviour, staff will use these strategies (not necessarily in a sequential order and at the discretion of the practitioner)

- Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
- Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger.
- Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention)
- Give a positive reminder of the class rules which need to be adhered to.
- Give a verbal warning that includes a reminder of consequences.
- If behaviour persists, child is moved within the classroom, to different table to complete the task.
- If behaviour persists, child is sent to an allocated class to complete a given task. The teacher will set a time limit for the child to be out of class. (This is where Covid-19 allows.)
- If behaviour continues, child will be sent to see a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.
- If behaviour persists over time, parents/carers will be contacted and informed.

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We will use the Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing
  - "Stand next to me"
  - "Put the toy on the table"
  - "Walk beside me"
  - "Give me the pencil please, thank you"

Do not ask a question that the child may feel that they can have a negative response to, e.g.

  - "Please can you pass me the paper?"
  - "Please can you stand next to me?"
- Limited choice e.g
  - "Put the pen on the table or in the box"
  - "When we are inside, lego or drawing"
  - "Talk to me here or in the courtyard"
- Disempowering the behaviour e.g
  - "You can listen from there"
  - "Come and find me when you come back"
  - "Come down in your own time"
- Use of a De-Escalation Script e.g
  - Use the person's name – "David"
  - Acknowledge their right to their feelings - "I can see something is wrong"
  - Tell them why you are there – "I am here to help"
- Offer help
  - "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing)
  - "Come with me and⋯.."

Physical intervention

There are situations when physical intervention may be necessary. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others.

Situations may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Risk assessments/Safety Plan

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans/safety plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan/safety plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Reflect, repair and restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings.

The adult may ask the child questions to;

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

There should be a clear expectation for the child to learn how to say and show that they are sorry. If a child is reluctant to apologise, work must be carried out with the children to work towards this.

Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents/Carers are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

Recording behaviour (class behaviour diaries)

All behaviour incidents will be recorded in class behaviour diaries by the adult(s) that have dealt with the incident. The name of the child that is at the centre of the incident must be recorded, as well as the names of all other children involved. All children involved must be recorded to help spot any patterns.

- If a child has physically or emotionally hurt somebody, SLT and the child's parents/carers are to be informed, staff are to record who they have informed.
    - o Please note that SLT need to be informed at the time of the incident or as soon as possible after the incident.
- If a child has been physically or/and emotionally affected by an incident, their parents/carers must also be informed.
- If any parents/carers are not informed, staff are to record why.

It is recognised that identification of emotional hurt is subjective, however if a repeating pattern of perpetrator and victim appear, this must be recorded and dealt with in line with the school policy.

Behaviour diaries to be reviewed by SLT each half term to identify any ongoing behaviour issues.

SLT are to be informed if a child is repeatedly engaging in negative behaviour choices, which may lead to an escalation to tailored intervention.

Behaviour Diary Recording Requirements

On page of the diary of when the event occurred.

1. Child demonstrating the behaviour – perpetrator – full name/s
2. Time of the incident
3. Location of the incident
4. To ensure that we have a recording of the actual behavior, rather than a perception of the behaviour, please be specific as to what the behaviour was - not just a statement of being rude or silly – actually what did the child say, do, specific actions and don't use abbreviations
5. Names of any child/ren who has been a 'victim' of the behavior – full name/s
6. Consequence for the child
7. Who informed the perpetrator's parent/carer (ideally the class teacher of the perpetrator)
8. Who informed the victims parent/carer (ideally the class teacher of the victim)
9. If a parent/carer was not informed the valid reason for this

Where an ABCC chart has been completed – record points 1, 5, 7, 8 and 9 only – as all other details will be record on the chart
If an ABCC chart has been completed, please clearly state this is the case as part of the recording.

This should be stuck on the front of the behaviour diary and all staff completing mush adhere to the requirements.

Any playtime/lunchtime issues need to be recorded in the same way, ensuring you have a full understanding of the situation prior to the mid-day team leaving site.

It is the class teacher's responsibility to ensure that each event is recorded.

Escalation to Tailored Intervention

Where a child's behaviour is of concern, additional measures will be put into place.

- Risk Assessment
- ABCC Charts
- Daily Feedback Forms
- Engagement with the LA Behaviour Panel
- APDR cycles

SEN and Behaviour

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Norwood Primary School

Daily Feedback - Example
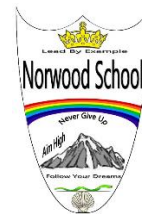
This form will be completed each day, by the class lead adult, to share with you as parent the behaviours and events throughout the day. If you would then like further information, please do call school to speak to the lead adult.

Name of Child		Date		Lead Adult/s	

Positives	Negatives
Completed learning in RWI - am ☐ pm ☐ Writing - am ☐ pm ☐ Maths - am ☐ pm ☐ Others – please list am ☐ pm ☐ am ☐ pm ☐ am ☐ pm ☐	Refused to complete learning in RWI - am ☐ pm ☐ Writing - am ☐ pm ☐ Maths - am ☐ pm ☐ Others – please list am ☐ pm ☐ am ☐ pm ☐ am ☐ pm ☐

Positives	Negatives
Polite - am ☐ pm ☐ Worked with a partner - am ☐ pm ☐ Tidied up - am ☐ pm ☐ Followed instructions - am ☐ pm ☐ Shared resources appropriately - am ☐ pm ☐ Allowed others to learn - am ☐ pm ☐ Asked for support in an appropriate way - am ☐ pm ☐ Engaged verbally with whole class learning - am ☐ pm ☐ Kind/supportive to a peer - am ☐ pm ☐ Making good choices - am ☐ pm ☐ Identifying his own emotions - am ☐ pm ☐ Others – please list am ☐ pm ☐ am ☐ pm ☐ am ☐ pm ☐	Used inappropriate language Please list – am ☐ pm ☐ am ☐ pm ☐ am ☐ pm ☐ Hit - am ☐ pm ☐ Name calling - am ☐ pm ☐ Rudeness - am ☐ pm ☐ Kicked - am ☐ pm ☐ Screamed - am ☐ pm ☐ Disrupted learning - am ☐ pm ☐ Throwing - am ☐ pm ☐ Unsafe behaviours(climbing on furniture etc) - am ☐ pm ☐ Breaking resources Please list – am ☐ pm ☐ am ☐ pm ☐ Refusal to follow instruction - am ☐ pm ☐ Other – please list am ☐ pm ☐ am ☐ pm ☐

Incidents of dysregulated behaviour that resulted in exclusion from the class or a requirement to evacuate the class
Yes ☐   No ☐
If yes – please give a brief summary

ABCC Chart

Date		Adult completing	
Time		Staff in setting	

Activity **(What was going on when the behaviour occurred?)**	
Antecedent **(What happened right before the behaviour that may have triggered the behaviour?)**	
Behaviour **(An observable description of what the behaviour looked like?)**	
Consequence **(What happened after the behaviour or as a result of the behaviour- must be linked to the behaviour)**	
Response (How did the child respond to the consequence?)	
Communication **(What might the child be trying to communicate?)**	

Fed back to parent/carer by:		Signed	

Safety Plan Example

Reason for safety plan:

PUPIL NAME:	YEAR GROUP:
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
Challenging behaviour What does it look like? What triggers it?	**Targets**
Strategies for positive behaviour How do we maintain positive behavior?	**Early warning signs** How do we prevent an incident?
Reactive strategies How do we diffuse the situation? At what stage should another member of staff be informed? Who should this be?	**Support after an incident** How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Parent name Parent signature Date	Staff name Staff signature Date
Staff name Staff signature Date	Staff name Staff signature Date

APDR – Assess, Plan, Do, Review

Assess: *Identify the core problem(s)*	Plan and Do: *Plan an appropriate strategy, taking into account how the child/young person learns best and Carry out the plan*	Review: *Review how it's working*	
Reason for starting intervention	Programme, Time frame, Duration, Size of group, Taught by, Baseline data	Outcome/ Impact	Next steps
Successful strategies:		Unsuccessful strategies:	