

NEWTON ROAD SCHOOL

Academy Handbook: Policies and Procedures

Title	Behaviour Policy
Associated Policies	<ul style="list-style-type: none"> • Attendance and Lateness • Safeguarding and Child Protection • Anti-Bullying • Health and Safety

Reviewed: September 2018

Next Review: September 2021

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1.0 Policy Statement

At Newton Road School our vision is:

To ensure our children are given the opportunities to **DREAM** of a bright future, **BELIEVE** in themselves, and **ACHIEVE** their highest potential in school and throughout their life so that they can truly make a difference wherever they go.

Our aim is to ensure that all children are able to learn and thrive in a learning environment that is built on mutual respect. Our school values enable us to show **P.R.I.D.E** in all that we do:

- P** Positivity
- R** Respect
- I** Integrity
- D** Determination
- E** Excellence

We promote and reward positive behaviour choices and ensure that unacceptable behaviour, bullying and racism are not tolerated.

Newton Road School believes that a clear and realistic behaviour policy is essential in establishing a positive culture in our school. All pupils and staff are entitled to learn and work in a safe and secure environment that promotes the highest expectations enabling everyone to achieve their full potential.

2.0 Key to the Policy is that:

- 2.1 Pupils, staff and parents understand and accept the content of this policy
- 2.2 School staff model positive behaviour and expected behaviours are promoted as part of the whole curriculum
- 2.3 All members of the school community show respect for one another, are listened to and responded to: the school community is the pupils, staff, parents, governors and the Nene Education Trust team
- 2.4 Positive behaviour choices are encouraged and rewarded and consequences for unacceptable behaviour are consistently and fairly applied by all members of school staff
- 2.5 Records of behaviour incidents are logged and evaluated to ensure appropriate action can be taken to reduce the incidents of unacceptable behaviour
- 2.6 Appropriate support is provided by the school for pupils whose behaviour and or attendance is affected by challenging external circumstances and external support sought when appropriate

3.0 Expectations

This list of expectations should be applied to the School's home/School agreement or contract.

3.1 Staff are expected to:

- Have high expectations of themselves and pupils
- Model the behaviour expected of their pupils
- Teach and promote social and emotional aspects of learning
- Investigate incidents carefully and promptly listening to all sides
- Ensure the classroom and other areas of the school provide a safe and attractive learning environment
- Prepare lessons carefully to meet the needs and abilities of all pupils
- Apply rewards and sanctions consistently and fairly involve pupils in deciding the class charter
- Work positively with families and other professionals to ensure pupils' needs are met

3.2 Pupils are expected to:

- Treat all members of the school community with respect
- Have high expectations of themselves
- Respect the school expectations and our class charters
- Arrive at school on time and ready to learn
- Work hard in class and allow others to learn
- Report bullying or any accident or incident

Working in partnership with parents is key to pupils achieving their full potential. Communication between school and home underpins the partnership working. Parents have the strongest influence on their child's education so it is important that when you have concerns about the school, you come and talk to us so the adults can address it and the children can focus on their learning. Whilst we do this together, it is important that parents continue to promote positive relationships between their child and school staff.

3.3 Parents are expected to:

- Treat all members of the school community with respect and model the school values around the school site
- Have high expectations of their children and promote the positive benefits of education to their children and
- Support their child in respecting the school expectations and our class charters
- Ensure their child arrives in good time and with the correct clothing and equipment after a good night's sleep and a healthy breakfast
- Support their children in completing their homework
- Notify the school of any additional needs of their children and raise concerns in a timely manner by talking to school staff in order for them to be addressed

4.0 Procedures

We have expectations of ourselves and each other – we use **P.R.I.D.E.** to help us stay safe, take responsibility, work together as a team, respect others and property and show self-control.

The children are taught what these expectations mean in context as much as possible. We teach the children the expectations as part of lessons, out on the playground as well as in assemblies. The school expectations are displayed throughout our school.

The principles behind Newton Road School's behaviour management system are:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who consistently follow the expectations are noticed and rewarded.
- The system allows for the following:
 - A consistent approach that can be used by all staff.
 - Whole group and individual reward system.
 - Teaching of specific behaviours and routines.
 - Our whole school positive behaviour management strategies include:
 - Bronze, silver and gold class recognition
 - Golden ticket prizes
 - Star of the week
 - Classy Classmate
 - Stickers
 - Attendance awards
 - Lunchtime Legend award
 - Forest Points

Our whole school behaviour consequences include:

- Verbal reminders
- Verbal warnings
- Time out in class
- Time out in another area
- Parents being informed
- Lost playtime or lunchtime play
- Loss of privileges (e.g. attending a club or representing the school)
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

The system used within the school has 7 layers, which are recorded below and displayed in every classroom. Guidelines to types of behaviour for each stage are displayed in classrooms but this is not intended as a prescriptive list as all incidents are investigated in their own context. The strategies employed to encourage improved behaviour choices are detailed below:

GOLD
<ul style="list-style-type: none"> • 5 Extra House Points • Recognition in Celebration Assembly • Chance of a Golden Ticket win
SILVER
<ul style="list-style-type: none"> • 3 extra House Points
BRONZE
<ul style="list-style-type: none"> • 2 extra House Points
BLUE
<ul style="list-style-type: none"> • Everyone in the class starts on blue at the start of everyday • 1 Extra House Point
YELLOW
<ul style="list-style-type: none"> • Reminder of expectations followed by being moved down onto yellow. • Lose up to 5 minutes of class time. This is your chance to refocus in a quiet area of the classroom away from others. • When the child has completed their time out in class then they need to be verbally encouraged to earn their way back up onto blue and/or higher.
ORANGE
<ul style="list-style-type: none"> • If yellow behaviour continues after a verbal warning, then the child needs to move down to orange. • A child can be moved straight down to orange if the behaviour action is deemed to be serious enough. If a child is moved down to orange, then they will have a 10-minute time out in another class. • When the child has completed their time out in class then they need to be verbally encouraged that they are starting back on blue and/or higher. • Parents to be contacted if it occurs on more than one occasion • Phase Leaders to be made aware at an appropriate non-teaching time
RED
<ul style="list-style-type: none"> • If orange behaviour continues after time out in another classroom and a verbal warning, then the child needs to move down to red. • A child can be moved straight down onto red if the behaviour action is deemed to be serious enough. • If a child is moved down onto red, team teach staff may be called, if necessary. • A time out with behaviour support staff may be used. • Consequences of missing break, lunch or extracurricular activities may be deemed appropriate. A child may be given limited choices of play activities. • If a child reaches the red level, then parents will be contacted and a meeting may be set up with a member of SLT and member of staff involved. • Possible internal isolation, or external fixed term or permanent exclusion

Forest Points

The school uses a house system to promote and celebrate individual and collaborative success. All children in the school are allocated a forest team. The children are awarded forest points for achieving a positive step on the behaviour chart as well as additional forest points for demonstrating our Newton Road values. The children will mark their house points daily on a chart in their classroom and these will be totalled up weekly and added to the rest of the whole school's forest points on a Friday.

Every child can earn forest points for demonstrating our Newton Road values. Each week, the winning house for the week will be announced and at the end of each term (Autumn, Spring and Summer) the House with the most points overall will be rewarded. Throughout the term pupils can also work towards achieving individual rewards, as shown below:

30 points - certificate in the forest colour to be awarded in phase assembly
60 points – badge in forest colour to be awarded in whole school assembly
90 points – gold badge in whole school assembly and parents sent letter to congratulate

At the end of each term (Autumn, Spring, Summer) the forest points will be reset.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. The behaviour logs which the teachers complete are reviewed. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Individual Education and /or Behaviour Plans.
- Pastoral Support Programmes.
- Support from outside agencies.

Where pupils display behaviour that may put themselves or others at risk, a risk assessment and positive handling plan will also be produced and shared with parents.

Children leaving the school premises

If a child deliberately chooses to leave the school premises, staff will track them as part of a continuous, ongoing risk assessment and police and parents will be called immediately. This is also the case when pupils are on a school visit or trip.

Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties with managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans (IBPs).
- Support from the SENCo (Special Educational Needs Co-ordinator), possible identification of teaching assistants.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.

- Additional learning support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Reduced timetable.

Referral to outside agencies such as Educational Entitlement, Educational Psychologist, Mental Health Worker, LA, Behaviour Specialists, etc.

Serious breaches of the Behaviour Policy

Physical, verbal, sexual and racist attacks and bullying (including homophobic comments) 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 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 to ensure that future incidents are minimised and the behaviours are managed.

Exclusion from School

Only the Principal has the statutory power to impose fixed term or permanent exclusion from school.

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_Exc_lusion_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.

5.0 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 that:

- 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.

6.0 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.

Where the Principal seeks advice from a Governor before imposing a fixed term or permanent exclusion, that Governor will not be able to sit on a Governors' Discipline Committee to review the exclusion.