



BEHAVIOUR POLICY

NORTHBOURNE.SP.007

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Northbourne CE (A) Primary School

Cockcroft Road,
Didcot
OX11 8LJ

Behaviour Policy

At Northbourne CE (A) Primary School, we believe that high standards of behaviour and good relationships will lead to effective learning; we all share responsibility for this.

We are committed to developing a caring and supportive community where...

- Children and adults are encouraged to care for, and respect, each other;
- Children are valued as individuals;
- Children are taught, and shown by example, to have respect for themselves, others, the school environment and each other's belongings;
- Children are taught self-awareness, leading to self-control and self-discipline;
- Pupils are valued as individuals, regardless of race and gender;
- Parents are involved and valued as partners with the school in their children's behaviour.

1. Key principles

Our Behaviour Policy is based on the following beliefs and principles:

Whole school	Learning and the curriculum
<ul style="list-style-type: none"> • All adults within the school should work to foster positive relationships with children across the school at all times; • An attractive and stimulating environment helps children to learn; • Classroom and whole-school organisation should provide opportunities for co-operative learning; • Children and adults should conduct themselves in school in a considerate manner, appropriate to the learning environment. 	<ul style="list-style-type: none"> • Every child is entitled to the highest possible standard of education; • Children's contributions are valued and encouraged; • Children are expected to give their best at all times; • Children are encouraged to be positive and supportive of all others; • Every child has equal opportunities, regardless of gender, culture, or social background.
Parents and the community	Teachers
<ul style="list-style-type: none"> • Parents and teachers should work in partnership to promote positive behaviour; • We recognise the importance of using the school governors in developing and supporting the school's approach to behaviour management; • We acknowledge the links between equal opportunities and behaviour; • We recognise the importance of communication in bridging social, religious and cultural divides. 	<ul style="list-style-type: none"> • Teachers will be given support and positive encouragement, and opportunities for professional development where children have specific behavioural or emotional needs; • Teachers will have dedicated non-contact time; • We will support each other when working with children with behavioural problems; • We will ensure all staff are aware of the role of support agencies.

2. School rules

Our rules are positively stated, clear and apply across the whole of the school. They balance the rights and responsibilities of every member of the school community. The three rules are reinforced through the use of clear rewards and consequences, and, when reviewed, will be written by parents, teachers and children.

Our 3 school rules underpin our mission of 'aiming for excellence':

1. Be kind
2. Be respectful
3. Be your best

3. Classroom practice

At Northbourne School, we use a positive approach to behaviour management using praise, encouragement and reward. Each class has its own discipline plan, built around the 3 whole-school rules (see section 6.2), and divided into 3 sections: rules, rewards and consequences. The class teacher teaches each of these elements to their class, and these are displayed clearly in the classroom.

A range of techniques are used within the classroom to support our positive approach to behaviour management. These include:

- ✓ Positive
- ✓ Repetition
- ✓ Consistent praise
- ✓ Scanning or circulating the room
- ✓ Time out
- ✓ Positive support for building positive relationships
- ✓ The 'look'
- ✓ Physical proximity
- ✓ Using the child's name while teaching
- ✓ Moving in
- ✓ Proximity praise

3.1 Rewards

Group:	<p>Class points</p> <p>All classes across the school use a system of class points. These are given to individuals or groups who are displaying large amounts of effort and engagement with their learning activities, making progress and trying their best.</p>	<p>When a target number of class points has been reached, a whole-class reward is given. This may be choosing time, or another reward reached through discussion between the teacher and the class.</p>
Individual:	<p>Reward tokens</p> <p>Pupils earn blue tokens for examples of exceptional work, effort or progress in any aspect of learning across the curriculum.</p>	<p>When they have earned 3 blue tokens, pupils are given a bronze (1st), silver (2nd) or gold (3rd) Excellence award, recognising their sustained effort and achievements.</p>
	<p>Learner of the week</p> <p>Each class has a 'learner of the week' award which recognises excellence in a pupils' attitude or approach to learning. These are explicitly linked to learning skills / qualities and acknowledge where a pupil has demonstrated one of these qualities during the week.</p>	<p>The learner of the week receives a certificate in celebration assembly.</p> <p><i>Every other week, 2 pupils from each class in Key Stage One and Key Stage Two (alternately) are invited to have tea and cake with the headteacher to celebrate their work; teachers may choose to link this to learners of the week, or to tie in with other class rewards or achievements.</i></p>

	<p>Star of the week</p> <p>Each class also has a 'star of the week' award which recognises excellence more generally – for example, through positive behaviour around school, being helpful, thoughtful or kind, or 'living out' our values in some other way.</p> <p>Excellence awards</p> <p>Each term, 2 pupils in each class receive an Excellence award, recognising their ongoing effort and achievements in learning over the term.</p>	<p>As with learner of the week, stars of the week receive a certificate in celebration assembly.</p> <p>Pupils receive a gold Headteacher award and a certificate.</p>
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3.2 Sanctions

When the school rules are not followed, a system of escalating sanctions is used. These take the form of a series of warnings, which are given to the child and recorded by the teacher. When a warning is given, the language of choice is used with the child to enable them to develop a sense of responsibility for the inappropriate behaviour. Before the first warning is issued, if in the classroom / appropriate, teachers will use 'their look' which is the pupils' first signal to change their behaviour. If this does not result in the pupil changing their behaviour, the escalating consequences of not following the whole-school rules are:

Key Stage One

1. Warning chosen and name moved down from classroom chart
2. Time out in own classroom
3. Time out in another classroom
4. Spoken to by senior teacher

Key Stage Two

1. Warning chosen
2. Last out to play (or at the end of the day if during afternoon school)
3. Two minutes behind at the end of the session to discuss the behaviour
4. Behaviour sheet
5. Speak to parents

Class teachers use their discretion when deciding whether to communicate warnings chosen to parents. Minor infringements of rules may not always be shared with parents even when these result in warnings being issued; any ongoing poor behaviour, or more significant incidents, will always be shared, either face-to-face or with a phone call. Where a child has been hurt by another child, their parents will also be informed.

Persistent and escalating poor behaviour which disrupts the child's learning or that of their peers is recorded electronically, on CPOMS. Significant incidents which occur outside the classroom – including any which result in another pupil being hurt in some way – are also logged in this way.

Incidents of racial or prejudice-based name-calling, physical violence, or which are ongoing and persistent and which may, therefore, need further investigation as they may be classed as bullying are also recorded on CPOMS, which is then used as the basis for statutory reporting of such incidents; as well as being recorded fully these also need to be flagged up to a member of the Senior Leadership Team as soon as possible after the event.

Both of these recording systems are analysed termly by members of the SLT. This allows any patterns or themes to be identified; ensures relevant incidents are reported to governors and / or the Local Authority; and ensures that any necessary changes and improvements to school systems can be made on an ongoing basis.

It is important that all staff apply these systems consistently to reinforce the expectation of excellent behaviour for all pupils throughout the school. If, at any point using these recording systems, a child's behaviour continues to deteriorate, or if a serious problem arises, they will be sent to speak to the headteacher, deputy headteacher or Key Stage team leader.

4. Special Educational Needs (SEN)

If a child's behaviour is consistently challenging and being recorded using CPOMs, a meeting with the class teacher, the child and their parents will be arranged to discuss the behaviour. This should involve discussing the behaviour and drawing up specific, short-term targets to tackle this. If these targets are not met, and the behaviour continues, the child's class teacher should speak to the Special Educational Needs Co-ordinator (SENCo) with the view to using the Oxfordshire SEN moderation criteria to determine whether the child meets the definitions for SEN Support related to difficulties with Social, Emotional and Mental Health. The school uses Qualification and Curriculum Authority (QCA) behaviour scales to monitor behaviour, and these will be used to set measurable, specific targets. Additional, in-school support will be provided as required; for example, a child may be included in an intervention programme, receive anger management training or work with the Emotional Literacy Support Assistant (ELSA).

If the child's behaviour continues to deteriorate, the class teacher and SENCo, with support from the Headteacher, will seek advice from the SEN team. This may include the Educational Psychologist or other external agencies, such as the Early Intervention Hub, or involve a Pastoral Support Plan (PSP) or Team Around the Child (TAC) being put in place.

Where pupils receive SEN Support for Social, Emotional or Mental Health difficulties, all incidents of inappropriate behaviour need to be recorded, as these may be needed for evidence.

Any extreme incidents, where a child's behaviour means that they are putting themselves or others in danger, will result in a child's exclusion. This will, in the first instance, take the form of a fixed-term exclusion. Before the child returns to school, a re-admittance interview will be held with the child and their parents, the class teacher and the Headteacher. Local Authority procedures involving the recording and reporting of any such incidents will be followed.

In the case of a young child, the teacher may hold the child by the hand as an encouragement to move. Teachers must not attempt to move a child by holding any other part of their body, unless the child is in danger of hurting themselves or someone else. If a child is known to be at danger of hurting themselves or another child, a PSP will be agreed with the pupil, parents and SENCo.

4.1. Lunchtimes

During lunchtime, any child who seriously misbehaves (swears, throws objects, hurts another child etc) is given a yellow card by the lunch-time supervisor who has seen the incident. This is reported to Mr. Woods, Mr. Shaughnessy and the key stage leader who lets the class teacher know. The child is spoken to about their behaviour by one of these adults, and strategies for preventing repeat incidents are discussed. The parents of the child are informed about the behaviour by the class teacher. Incidents are recorded using CPOMS.

When given a yellow card, the child has to obtain the signature of a lunch-time supervisor on each of the next 5 days to indicate that they have behaved in an appropriate way during lunchtime. At the end of this period, the yellow card is taken to the Headteacher to be signed off, and then given to Mr. Woods to be kept as a record.

Any child given two yellow cards during two terms may be issued with additional sanctions, such as being barred from after-school activities and from representing the school at any events. Parents are informed by letter when this happens, and are told the consequences of a third yellow card being issued. If a third yellow card is issued, the child is given a red card. A meeting will be held with parents to discuss the best form of action to be taken when this occurs.

Lunch-time supervisors have a detailed plan showing routines and schedules during breaks, and a booklet called 'managing lunchtimes' which gives additional details about the school's behaviour management procedures and the expectations we have of all children.

Expectations of lunchtime behaviour are displayed around school. These are:

- Walk around school at all times
- Use quiet partner voices in the dinner hall, toilets and corridors
- Make sure tables and the floor are clear and clean when we leave them
- Look after school equipment and don't bring equipment from home outside
- Use fitness trail and other equipment safely
- Go outside when not eating lunch
- Line up quickly and quietly when the whistle blows

4.2 Moving around school

Children are expected to move around school and use the school building and grounds in a responsible way, ensuring the learning of others is not disrupted during these times. To ensure this is the case:

- Classes are collected from the playground or the hall by their teacher at the end of breaktimes and lunchtimes;
- Classes are taken into school as quickly as possible at these points. Teachers check pupils are orderly and ready to start their next session of learning by monitoring each line at regular intervals as pupils move to their classroom, and whole phase reward systems are used to reinforce this;
- This is also the case as children move around the school at other times, such as when going to assembly or moving to their PE lesson;
- Where children do need to leave the classroom during a learning session, staff clearly teach and reinforce the expectation that behaviour should be responsible and appropriate, and that pupils should return to their classroom as quickly as possible. Where this is not the case, sanctions are used as outlined above.

5. Exclusions

Under current legislation, headteachers have the power to exclude pupils on disciplinary grounds for one or more fixed-term periods or permanently. The behaviour of a pupil outside school can also be considered as grounds for exclusion.

A decision to exclude a pupil for a fixed-term period will only be taken in response to serious breaches of this Behaviour Policy where these are not serious enough to warrant permanent exclusion, but lesser sanctions as outlined in this policy are inappropriate. The impact of the child's behaviour on the welfare, wellbeing or right to an education of current pupils will be taken into account when making this decision.

In line with advice from the Department for Education, permanent exclusion will only ever be considered as "a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school"¹.

In all decisions relating to any form of exclusion, DfE and ODST advice – including that related to notification or parents - will be followed. This decision will be made by the headteacher or, in his absence, a member of staff carrying out this function. Governors are fully informed of all exclusions and will be involved in any appeals where appropriate.

6. Other considerations

- In line with statutory guidance from the Department for Education (*Behaviour and Discipline in Schools: Guidance for Governing Bodies*), the headteacher retains the right to search pupils and their bags where necessary.

¹ From *Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017*.

- The headteacher will use the sanctions outlined in this policy to follow up any poor behaviour beyond the school gate, such as:
 - Taking part in any school-organised activity (such as sporting tournaments)
 - Travelling to and from school
 - Issues which arise at home, such as cyber-bullying
 - When a child is identifiable as a pupil at school
- The headteacher or senior school staff will consider whether it is appropriate to notify the police or PCSO of any issues which have been dealt with. If the behaviour is criminal or poses a risk to the public, the police will always be informed.
- School staff will also consider whether any poor behaviour might be linked to a child suffering, in which case the school Safeguarding and Child Protection Policy will always be followed.