

**Newsham Primary School**  
**Behaviour Policy**



<b>Date Written:</b>	<b>September 2019 – reviewed annually</b>
<b>By:</b>	<b>Neil Jones</b>
<b>Adopted by Governors:</b>	<b>Annually</b>

This policy has been written in alignment with our school vision and ethos.

### **Aims and objectives**

At Newsham Primary School we believe that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on openness, honesty, mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting positive relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a **consistent** way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our school rewards good behaviour, as it believes that this will develop an ethos of positive self-esteem, kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

The Behaviour policy reflects statutory expectations in the following documents:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspection Act 2006
- Education Act 2011

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy
- Special Educational Needs & Disability Policy (SEND)
- Attendance Policy
- Safeguarding and Child protection policy
- Equal Opportunities Policy

## **Work matched to individual needs / promoting positive self-esteem**

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

### **The 7 “Rs”**

We believe that good behaviour in school and the community is further underpinned by core values held and demonstrated not only by the children in school but also by all adults, whether they be class teachers, support staff or lunchtime helpers.

**The 7 “R” words are:-**

**Resilient; Respectful; Resourceful; Reflective; Reasoning; Responsible, Relentless**

These words are on display in every classroom as well as in our main hall. They, and the qualities and ideas that surround them, are the focus of class discussions when required during the day and are linked to our SEAL and PHSE lessons.

In addition, the class teachers nominate a child from their class on a weekly basis to be put forward for our Word of the Week award. Every week, one of the 7 “R” words is selected in turn and a child who it is felt best demonstrates the qualities underpinning that word receives a small prize in front of his or her peers.

### **Rewards and Sanctions**

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children verbally and in writing.
- Teachers give children team points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These points lead to weekly trophies and prizes each half term.
- Each week, we nominate a child from each class to be “Star of the Week” who receives a reward card in the school assembly and attends ‘Star Pupil Tea’ on Wednesday afternoon. These pupils also sit on “Star Pupil Chairs” during assemblies.
- On a monthly basis a “Pupil of the Month” is nominated in each year group. The child’s parents receive a letter from the Headteacher formally acknowledging this.
- All classes have the opportunity to lead an assembly where they are able to show examples of their best work.
- Our pupils are awarded a whole school “happy face” sticker each time a week in school is completed without a yellow card being issued. This enhances the school community’s collective responsibility towards good behaviour and a whole school reward is initiated at the end of each term when the whole school target is achieved.
- Individual examples of good behaviour can be rewarded with Headteacher, Deputy Headteacher or class teacher stickers.

We employ a comprehensive system to support the school rules, and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation:

**UNDER NO CIRCUMSTANCE SHOULD ANY CHILD BE LEFT UNSUPERVISED OUTSIDE A CLASSROOM OR BE SENT TO STAND OR SIT OUTSIDE THE CLASSROOM DOOR, EVEN IF A MEMBER OF SUPPORT STAFF IS WORKING ON THE DECK AREA.**

### **Adult Intervention**

We have identified a member of staff who may work alongside teachers and pupils to support the emotional intelligence or behaviour of the children at Newsham Primary School if required. This may be deemed relevant should children persistently become involved in minor disturbances or emotional upsets.

This member of support staff work on a weekly basis to discuss the issues with these children and, where necessary, with parents. A record of these discussions will be kept in school. Mrs Bowey is the named support staff with responsibility for this area of provision throughout school. Mrs Bowey is available to parents and carers in the Conference Room at the beginning of the school day.

For more serious issues SLT work with pupils. This will typically involve a daily discussion with those pupils who are not presenting with the desired behaviours. This 'drop-in' usually happens in the SLT office area at the end of the school day.

### **Yellow Cards**

We have four criteria of more serious behaviour issues. These are:

#### **Swearing**

#### **Aggression towards others or property**

#### **Repeatedly refusing to do as an adult asks**

#### **Stealing**

Children should be sent to a member of the Senior Leadership Team for a yellow card. A record of children receiving a yellow card will be kept in the Headteacher's office. If a child receives a second yellow card during a half term, the child's parents will be invited to come into school to discuss the ongoing problems and reminded of the next consequence; a third yellow card, equalling a red card; a red card means that a pupil, in joint agreement with parents, will have lunch at home for one week. This could provide a quiet time for child and parent to talk about the importance of good behaviour. If this arrangement is not possible and a child cannot be collected by a parent/carer, alternative arrangements will be made for the child to have lunch with a member of staff for that week. It is recognised that lunch at home for one week constitutes a fixed term exclusion.

Class teachers discuss rules and expectations with their class. Each class also has its own class rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher discusses these with the whole class at an appropriate time.

Staff needs will regularly be assessed and continuing Professional Development (CPD) programmes will be offered with specific opportunities through the school year for staff to discuss and learn about behaviour.

Members of the senior leadership team (SLT) will be visible around school at times during the day but specifically at potential flashpoints such as the start and the end of the school day, breaks, lunchtimes and some transitions between classes.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. **We have a separate policy that deals with bullying and identifies what we consider to be bullying, however, once identified as a perpetrator, the individual will follow the pathway as listed above.**

### **The role of adults in school**

It is the responsibility of class teachers to ensure high standards of behaviour in their classes, and that their classes behave in a responsible manner during lesson time and while they are moving around the school.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces our school behaviour guidelines consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher liaises with the Special Educational Needs Co-ordinator should they believe that external agencies need to be involved due to a child's behaviour.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of

the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on CPOMS.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

### **The role of parents**

The school collaborates actively with parents and carers so that children receive consistent messages about how to behave at home and at school.

Parents and carers are expected to support their child's learning and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The standard of behaviour expected of all pupils is also included in our school's home/school agreement which parents are asked to sign following their child's admission to the school. Parents are asked to reaffirm their commitment by re-signing a home/school agreement at the beginning of every new academic year.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher if these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the governing body of the school.

### **Use of reasonable force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or 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 on the restraint of children.

School staff have a legal power to use force and lawful use of the power will provide defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's complaints policy. It should be noted that the onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably.

### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of the classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes- to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where force can and cannot be used:

#### **Schools can 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 a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave 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 in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

#### **Schools cannot:**

- Use force as a punishment- it is always unlawful to use force as a punishment

**Reasonable adjustments will be made for disabled children or children with SEN.**

## **Communicating the school's approach to the use of force**

- There is a legal duty to make reasonable adjustments for disabled children and children with SEN
- School does not require parental consent to use force on a student
- Where reasonable force has been used in school, parents will be informed by the class teacher or a member of SLT depending on the nature of the incident and a record of the incident will be kept in the Pastoral File.

## **The role of Governors**

The Governing Body must produce and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The Governors should notify the Headteacher and give related guidance if the Governing Body wants the school's behaviour policy to include particular measures or address particular issues.

The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice to the headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Pupils conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

1. any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
2. or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

Notwithstanding the above, Newsham Primary School works hard to ensure that the working relationship with parents and carers remains inclusive and acknowledges the responsibility of the parent and carer to be kept informed about any such instances and to be part of the decision-making process surrounding any outcomes, punitive or otherwise.

With regards to negative behaviour using technologies. The school has an E-Safety policy and access to technologies in school is after agreement to the Acceptable Use Protocol.

If pupils use technologies in an unkind or unsafe way outside of school, the school will engage in advice and may advise parents of the information it has received. Support will be given to victims of cyber bullying even if the incident occurs outside school. However, sanctions will only be imposed if another pupil or member of staff is affected while in school.

School would support other organisations or parents to pursue restitution regarding cyberbullying or improper technology use where practically possible, and when GDPR or data protection regulations would not be compromised.

## **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance:

Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

There are support systems available in Blyth for pupils requiring exclusion. These can be accessed via the Locality Inclusion Support Team (LIST) and Education Other Than At School (EOTAS).

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' Appeals Panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to her on account of unacceptable behaviour. Lunchtime Supervisors give verbal details of any incidents to the class teacher to deal with in the first instance.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality.

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.