

Norton CEVC Primary School
Behaviour Policy
Learn Believe Achieve
Hand in hand with God and each other



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Purpose

The policy aims to provide a behaviour structure to enable successful teaching and learning throughout the school in a happy, caring and trusting ethos that enables children to 'Learn, Believe Achieve, Hand in Hand with God and Each Other'. It has been produced to satisfy the needs of children and teachers, reflecting our Christian values of community, respect, wisdom, perseverance, courage and compassion.

Skills and Attitudes

At Norton CEVC Primary School we provide a safe, happy and inspiring learning environment. We want children to flourish and be the best they can be. This is expressed through our vision statement **Learn Believe Achieve Hand in Hand with God and each other.**

We take pride in developing outstanding teaching and learning, having the highest expectations for all our pupils and knowing them well. We encourage everyone to believe in their own abilities both personally and academically. We recognise the importance of achieving academically, as well as valuing the many personal achievements that our pupils demonstrate each day.

Our vision is lived out in our school through our 6 Christian values:

Community, Compassion, Courage, Perseverance, Respect and Wisdom.

At Norton CEVC Primary School, we aim for our children to grow and develop in an environment where they are cared for, listened to and respected as well as being given consistent, secure and firm boundaries.

To achieve this we ensure all adults and children:

- Understand our behaviour expectations linked to our Christian Values.
- Revisit these expectations regularly.
- Practise and learn systems and routines to ensure consistency.
- Recognise their rights and responsibilities within the school community, local community, Christian community and society as a whole.
- Build and maintain positive relationships with all children and adults.

Children are encouraged to:

- Use the Zones of Regulation to self-regulate and identify their emotions.
- Talk through any problems and show forgiveness and compassion in their response (Restorative Practice).
- Be considerate and respectful of others.
- Show respect for their surroundings and property.
- Be trustworthy and hopeful in their actions.

- Make wise choices in their learning and interactions with others.
- Work hard and be the best they can be in order to bring glory to God, as part of our Christian foundation.

Responsibilities for Staff

- Follow the Behaviour Policy.
- Value all God's children with dignity and respect and to take account of their points of view irrespective of background, gender, sexuality and race.
- Teach all aspects of positive behaviour as part of a broad, balanced, engaging curriculum.
- To remember that all forms of behaviour is a form of communication.
- To focus on positive praise and interactions, praising children's efforts and achievements.
- Providing positive role models for children to follow.
- Creating and maintaining well organised classrooms and safe play areas.
- To work in partnership with parents/carers for the benefit and development of the child.
- Use school agreed sanctions and rewards.
- Involving children in the development of procedures and guidelines.
- Ensuring that children are aware of expectations about behaviour.
- Class teachers/TAs to ensure they follow up and supervise any lost minutes they have given. Teachers/TAs supervise this in their own classrooms-restorative conversations.
- Regularly reviewing, developing and using systems, which recognise and celebrate good behaviour within individual classrooms.
- Record negative behaviour on CPOMS.
- Recognise their role in ensuring no child's behaviour should prevent others from learning.
- Support children to use Zones of Regulation to communicate their feelings:

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

Responsibilities for Parents and Carers

- Explaining to the child the meaning of the home school agreement.
- Signing the home school agreement.
- Reinforcing the schools' expectations of good behaviour and to support the schools' behaviour policy.
- Letting the school know (in confidence if necessary) of any special circumstances which might affect the child at school.
- Encouraging children to sort out difficulties in a positive, appropriate way.
- Speaking to the class teacher, in the first instance, if they are concerned about their child.

- Being positive towards their child and his/her achievements whilst working in partnership with the school staff.
- Treating all others with dignity and respect irrespective of background, gender, sexuality and race.
- Understand that no child's behaviour should prevent other children from learning.
- Engage in discussions and meetings to support their child's behaviour and come to school promptly if called.

Responsibilities for Governors

- Involvement in developing a positive behaviour policy.
- Being acquainted with the school and monitoring the implementation of the vision, ethos and values.
- Attend training to increase their own knowledge and to support the strategic leadership of personal development, behaviour, and welfare.
- Having legal responsibilities for exclusions.
- Support teaching staff when implementing the schools' behaviour policy.
- Be responsible for the wellbeing of all staff including the Headteacher.

Responsibilities for Children

- Be part of creating class behaviour rules which are relevant to their class.
- Follow the behaviour expectations linked to the school's Christian Values and the Learning Charter agreed and signed by pupils as part of PSHE.
- Recognise their own feelings and how this can affect behaviour and start to use strategies to manage a range of situations positively.
- Use Zones of Regulation to communicate feelings.
- Understand adults are there to listen.
- To engage in restorative practice as appropriate, addressing difficulties in a positive way, seeking adult support where necessary:



- Accepting the consequences of their own actions.
- Behaving so that others can learn and enjoy school.
- Accepting that staff make the final decisions.
- Understand that if an adult gives me a choice, they are trying to help me.
- Treating all others with dignity and respect irrespective of background, gender, sexuality and race.

Positive Behaviour

We use the following methods to reward and encourage good behaviour

- Recognition in class through Class Dojo Points.
- Verbal praise.
- Recognition and Praise in Friday Achievement Assembly.
- Visit to a member of SLT to share good work, behaviour etc.
- Recognition by Anti Bullying ambassadors, Eco Committee, Sports Leaders.
- Communication with parents.
- Class treats for reaching a set amount on Class Dojo /pom poms in a jar.
- Individual class recognition of positive behaviour.
- Celebrate each other at the end of lessons.
- Stickers and stamps

Positive Relationships and Approach

Positive teacher-pupil relationships are key to positive behaviour in school. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.
- Checking in regularly with children.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing an expectation of politeness to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes and kind words.
- Reinforcing class rules.
- The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Being mindful of seating arrangements within the classroom -teachers will know the needs and personal characteristics of their pupils

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

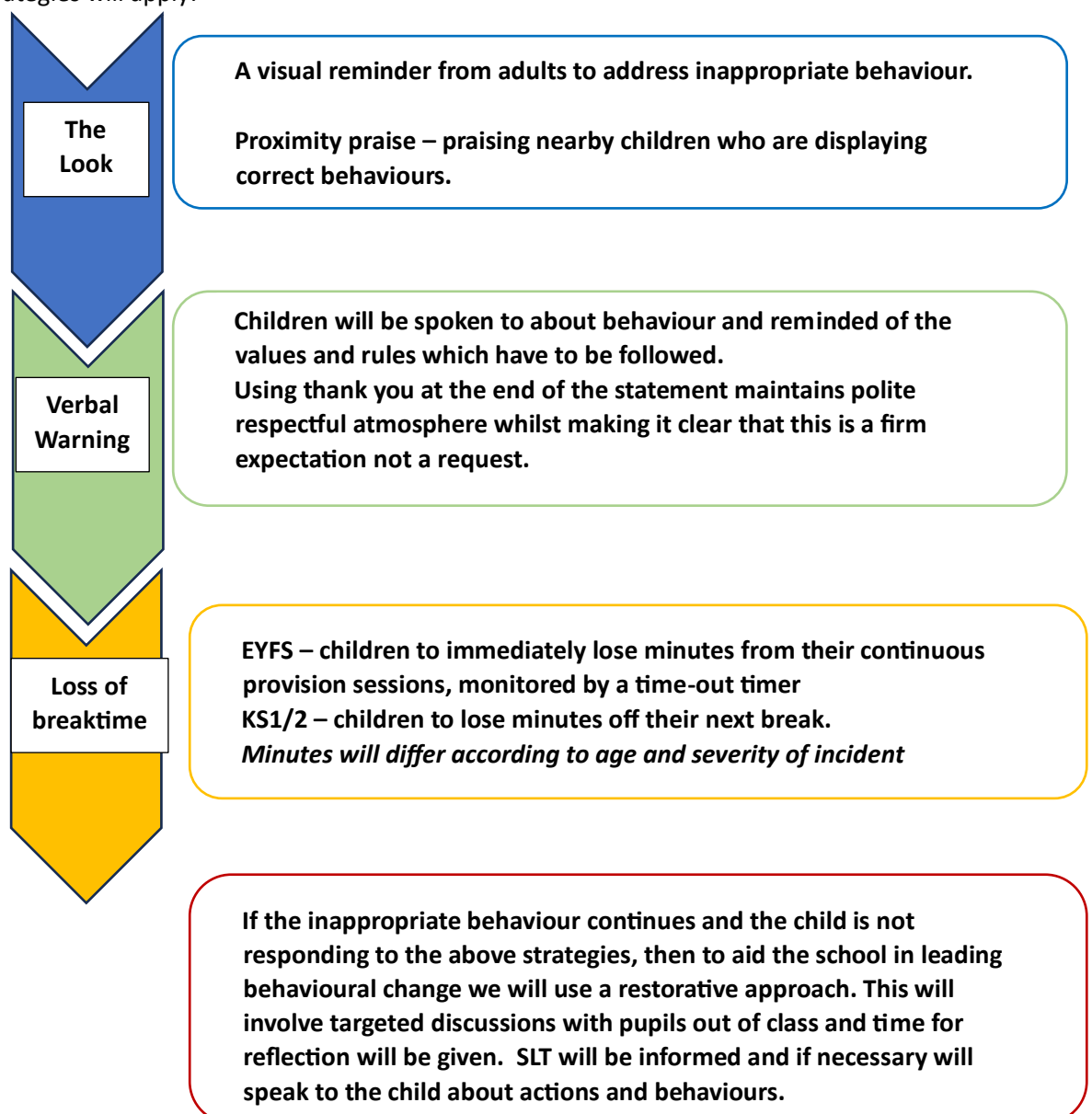
Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

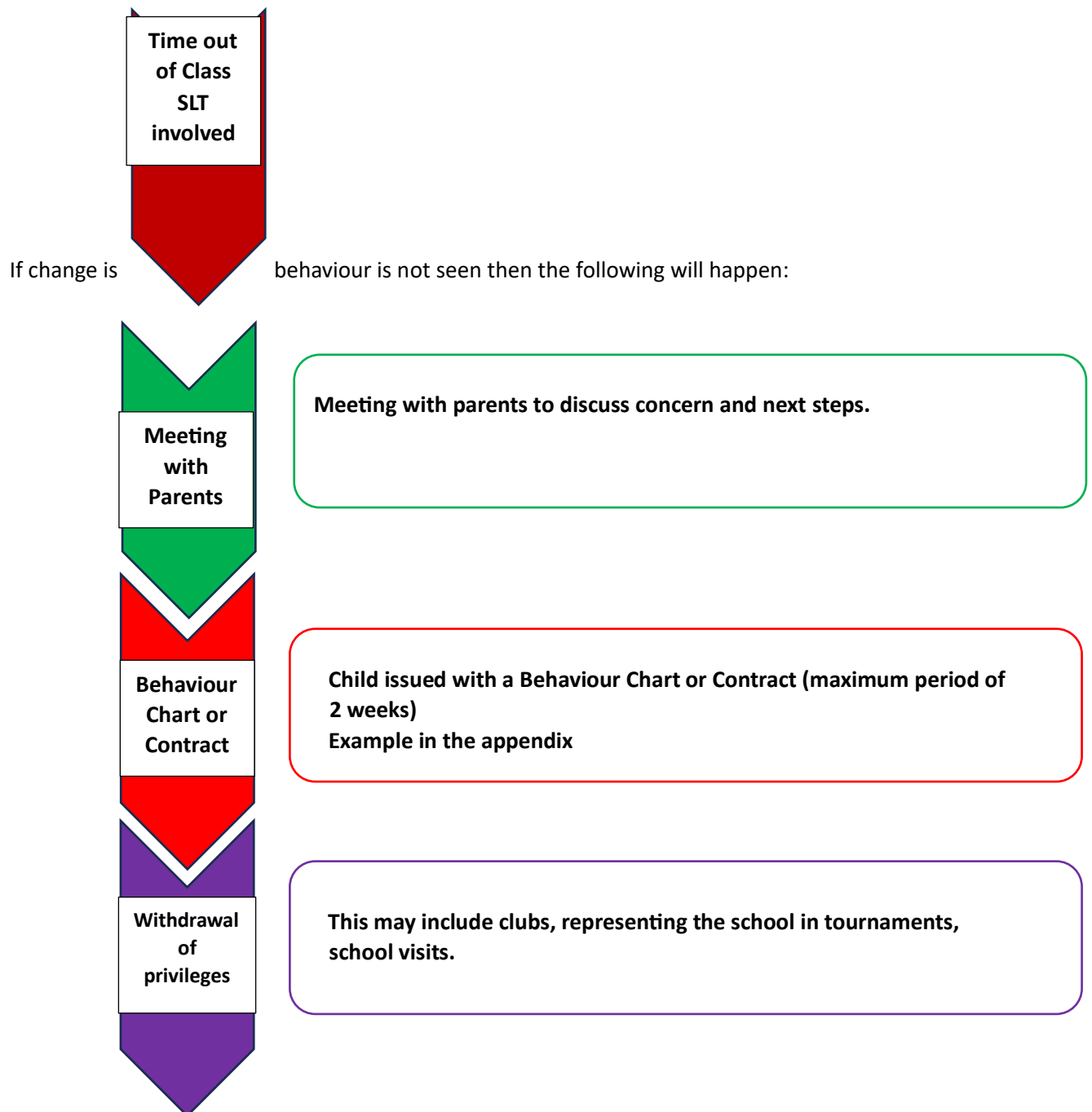
Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Teachers establish different methods for regaining pupils' attention, e.g. rhymes or clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset. To gain the attention of the whole school, a hand clap is used.

Managing Behaviour

Although we aim to encourage positive behaviour within school, there are times when it may be necessary to employ strategies to enforce the school rules, and to ensure a safe and positive learning environment. To address inappropriate behaviour such as calling out, distracting others etc the following strategies will apply:





For Pupils with SEND or 'Looked After' children, reasonable adjustments will be made; behaviour support plans and/or risk assessments, which will be agreed with parents/carers, will be in place to support them to meet the behaviour expectations. These will be reviewed each half term or sooner if necessary. We will access support from outside agencies to ensure that we are doing all that we can to allow them to be successful in school.

Additional Support for Special Educational Needs including Social, Emotional, Mental Health and Behaviour:

- ELSA sessions
- Nurture groups
- Meet and Greet
- Sensory circuits
- Young Carers
- SES

- Outreach Specialist Support
- Time out 'Now and Next' activities
- Part time timetable
- Additional adult support e.g. for sensory breaks, to scribe in class.
- Dual placements
- Play Therapy
- Social Stories
- Comic Strip Conversations

Where a child presents with difficult and dangerous behaviours, robust risk assessments will be produced, and the appropriate decisions made about provision and the risks to safety. SEND/Social Emotional and Mental Health needs children will have behaviour support plans and/or risk assessments already in place and all reasonable adjustments made in order to ascertain whether it is appropriate for them to take part in certain activities and off-site visits. If a child has persistent or severe problems with their behaviour, which may be deemed dangerous to themselves or others, the class teacher will meet with parents to discuss appropriate strategies. If the need arises at any of the above stages, we will work with external agencies to support self-regulation and awareness and in turn behaviour.

Breaktimes and Lunchtimes

Outside of lessons, the following school rules still apply:

- Be kind to others.
- Be honest
- Take care of property
- Listen politely

In addition to this, we have the following routines:

- We only play football if we are on the playing field.
- We respect all adults.
- We share play equipment fairly.
- We use the Reflective Garden as a quiet area.
- We stand still at the first bell and then walk to line up quietly at end of playtime.

At breaktimes, staff on duty will circulate the playgrounds/field to monitor behaviour. Again, positive reminders of the rules will be given – “We take care of property on the playground (name), thank you”.

Disagreements between children will be dealt with through a restorative conversation. Staff on duty will report incidents which they feel the class teachers needs to know about to the relevant teacher, so that behaviour can be monitored in class. If the behaviour is deemed significant/challenging, then the staff member will inform the class teacher and record incident on CPOMS.

At lunchtimes, Midday Supervisors will manage behaviour in the same way:

- Positive reminders of the rules when needed.
- Disagreements resolved through restorative conversation.
- MDSAs will report incidents which they feel the class teachers needs to know about to the relevant teacher, so that behaviour can be monitored in class
- If the behaviour is deemed significant/challenging, then the staff member will inform the class teacher and record incident on CPOMS.

A member of the Senior Leadership Team will be on rotated on each lunchtime and may be called to assist with significant incidents.

Part-time Timetables

In some instances, where children struggle with a full school day and demonstrate difficult and dangerous behaviour, it may be beneficial for the child to have a reduced timetable. The purpose of this would be to support the child to be in school successfully full time, increasing this in manageable steps. This would be clearly structured within a written part time timetable, agreed between parents, the SENCo and the Headteacher. The aim is always for the child to be back in school full time as quickly as possible.

Physical Interventions

In instances where there is significant risk of harm to a child or member of staff, physical intervention may be deemed necessary. This will be a last resort, necessary and proportionate to the harm it is intended to prevent. Please see the school's Positive Handling and Reasonable Force Policy for further details.

Suspensions

Serious incidents or persistent poor behaviour may lead to a fixed term suspension of up to 5 days, using the national guidelines for exclusion (DfE Exclusion from maintained schools, academies and pupil referral units in England, September 2017). Only the Head Teacher of the school is authorised to suspend a child. In the absence of the Head Teacher this can be delegated to the Deputy Head. In exceptional circumstances, in the absence of the Headteacher or Deputy Headteacher, the most senior teacher on-site is authorised to give a fixed term suspension and this would be confirmed by email, the same day, by the head. Before a child returns to school, following suspension, there will be a reintegration meeting with a senior member of staff on site that day with both the child and parents. At these meetings, it is important that the voice of the child is heard and recorded. All children must have a reintegration meeting before they can return to class.

Incidents deemed serious include:

- Physical attacks with intent to hurt/injure other children or adults (e.g. pushing, hitting, kicking, biting, throwing of objects).
- Verbal abuse towards other children or adults
- Persistent poor behaviour that has a detrimental impact on own learning or that of others
- Continued defiance of school expectations
- Discrimination, intimidation and bullying including cyber bullying
- Deliberate damage of property
- Possession of harmful substances (e.g. drugs, alcohol)
- Possession of dangerous/unsuitable items
- Malicious accusations against staff that prove to be unsubstantiated.

NB: this is not an exhaustive list.

After a period of fixed term suspension, the child starts afresh – but if he/she moves to fixed term suspension again, permanent exclusion may result, using national guidelines for exclusion. (DfE Exclusion from maintained schools, academies and pupil referral units in England September 2017).

Confiscation and Searches

If a child brings in an item that is not suitable, the class teacher will confiscate it and parents will be called in to come and collect it at the end of the day. In the first instance, a child will always be asked to surrender the item. Children who bring phones into school must take them to the front office before school and are responsible for collecting them at the end of the day.

Items that will be confiscated due to being prohibited or banned can include:

- Phones
- iPads/tablets
- Knives/blades/weapons
- Alcohol
- Drugs
- Items believed to be stolen
- Tobacco/cigarettes
- Fireworks
- Pornographic images
- Any item that the member of staff believes has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

NB: this is not an exhaustive list.

Should a risk become known, the staff hold the power to search for the above items, and will do so in a fair, transparent and democratic way with a second member of staff.

Bullying

Bullying is done with the intention of causing distress and usually takes place over a period of time. It can be physical or emotional. Bullying can take many forms and can include: physical assault, teasing, making threats, name-calling, cyber bullying. Please refer to the Anti-Bullying Policy for further details.

Child on Child abuse

Children can abuse other children and it can take many forms. It can happen both inside and outside school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- Upskirting and initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. (see the Child on Child Policy for more information).

Racist and homophobic Incidents

- These are incidents where the victim feels that they are being targeted due to ethnic origin, race, beliefs or sexuality and gender. These will be dealt with very seriously –
- All incidents will be recorded on CPOMS.
- Parents will be informed.
- The child will receive consequences and could be suspended.

Cyber bullying

These are incidents where a person or group of people use the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. We recognise that this can have a very serious impact on children.

If cyber bullying is reported to the school, we always take this seriously and will investigate the issue in detail.

- All Incidents will be dealt with by involving parents/carers, through sending home letters and arranging meetings.
- If necessary, according to the seriousness of the incident the police may be informed.
- We always attempt to tackle cyber bullying by teaching children about what cyberbullying is and the impact it can have.
- In cases of more serious incidents, we will use the online safety flow chart and incident referral forms to report incidents. Where necessary these may need to be passed through to the Local Authority Designated Officer (LADO) See Online Safety Policy

Pupil conduct outside the school gate

Teachers have a statutory power to discipline pupils outside of the school premises where;

- Witnessed by a staff member.
- Reported to the school.
- The pupil is identifiable as a pupil at the school.

Or behaviour that;

- Has repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Safeguarding Statement

Norton CEVC Primary School is committed to providing an environment, where all people feel safe, happy, accepted and integrated. It is important that an orderly framework should exist, within which effective teaching and learning can take place. The school holds an important position in the wider community, educating the young citizens of tomorrow; to ensure they take a positive and proactive role within their community in the future.

Monitoring and Review

The effectiveness of this policy will be evaluated by all stakeholders as an ongoing process and discussed in staff meetings when appropriate. The policy will be reviewed annually and discussed with all stakeholders.

October 2024

Appendix 1

Behaviour Contract (for Key Stage 2 Pupils)

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals







To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____



2. _____

3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

School Day Reward Chart




	 My Stars					
Day	Morning 1	Break	Morning 2	Lunch time	Afternoon	At home
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						



Norton Primary School
Reflection Sheet

Name and Class _____ Date: _____



1. What happened?	2. What were you thinking about at the time?
3. What have your thoughts been since the incident?	4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do to make things right?	Any other information

I discussed and completed this with _____

Signed (child) _____

Signed (adult) _____

