



BEHAVIOUR POLICY (statutory)

Date of Policy Issue/Review	Reviewed May 2021
Policy approved/date	By FGB at their meeting on 12 th July 2021
Signature of Governing Body	Signed for and on behalf of FGB 
Next review	May 2023

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Newlands Primary School. This policy takes account of government guidance 'Behaviour and Discipline in Schools 2016'

Philosophy & Principles of Behaviour at Newlands

The behaviour policy at Newlands is based firmly on the school philosophy which encourages individual responsibility and development within a caring school community. Pupils are expected to take responsibility for their own behaviour and show respect for others within a structured environment. There is an expectation that staff and children will be courteous towards each other and supportive of a calm and orderly atmosphere in which effective teaching and learning can take place for everyone, regardless of race, religion, gender, sexual identity, culture or ability. We are committed to the education of the whole child and the celebration of all success, be it academic, artistic, sporting, personal or social achievement.

Good behaviour is an essential condition for effective teaching and learning to take place. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

Whole School procedures

At Newlands we have four 'Golden Rules':

- Listen to others carefully and with respect
- Follow instructions and use things properly
- Show good manners and be polite at all times
- Keep your hands and feet to yourself

All staff are encouraged to praise and reward pupils that demonstrate any of our golden rules.

Adults in the school recognise, reward and label behaviour that adheres to the golden rules using a range of individual and group rewards. These can include but are not limited to;

Individual rewards

- Verbal
- Award of house tokens by all members of the school team
- Stickers in class
- Stickers from and visit to the Headteacher
- Phone calls home
- Certificates
- Additional responsibility

Class rewards

Marbles in the jar/tallies/building of class points

Class rewards, to be decided by the adults and negotiated with each class include:

- movie afternoon
- games on the field
- parachute games
- bring a toy from home
- bring a special snack from home
- Extra playtime
- No homework for a week

Sanctions

- Initially adults will repeatedly praise the behaviour of other in the vicinity of the child making unsuitable choices that they wish to see (e.g. XXX is sat, holding eye contact, showing me they are listening)
- Next adults will tell the child what behaviour they would like to see, (XXX look at me so I know you are listening) this will be repeated an appropriate number of times (a minimum of twice)
- Eventually the child will be asked to have a private conversation with an adult. This will be away from other children during a break in teaching and learning. This discussion will be a reminder of the expected behaviour and the reasons why we have certain expectations. The conversation may also involve asking if there are underlying issues for the behaviour.

Additional sanctions

- Short, time-limited 'time out' can be used as an additional sanction at the class teacher's discretion for pupils who are struggling to engage with appropriate learning.
- Incidences of severe behaviour (prolonged non-compliance, Abuse of property, Verbal or physical abuse) will be recorded on a behaviour form (pages 5&6) and logged using excel. Incidents deemed serious enough to be recorded will be followed up using a comic strip cartoon (page 4).
- An individual behaviour plan may be written with a multi-disciplinary school team/other agencies to help the child work towards small achievable behavioural targets
- In cases of extreme behaviour, e.g. violence, the child will be sent to the Headteacher immediately. Parents will be contacted and a meeting arranged between parents, Class teacher, Headteacher and child.
- Internal exclusion may be used if children have not responded to the rewards and sanctions described above.
- If persistent unacceptable behaviour continues, and when all other sanctions have failed, fixed term or permanent exclusion will be considered.
- In some circumstances a managed move will be considered where it is felt that pupils would thrive in another context, and would benefit from a new start.

Strategies and Procedures to Support Children with Emotional and Behavioural Difficulties

The causes of Emotional and Behavioural difficulties may relate to Special Educational Needs. Interventions can include

- Mentoring
- Circle time
- Circle of Friends
- 1:1 counselling/anger management
- ELSA sessions
- Regular discussion with the class teacher and a member of SLT
- Monthly discussion with Headteacher for parents
- Inclusion in a Social Skills group
- 1:1 support in the classroom
- Reward charts
- Adaption of the working environment
- Use of a time out area / the Quiet Room
- A differentiated curriculum

Where there are children with ongoing needs, the school will meet with an extended school team to include: SENCo, Class teacher, ELSA and a member of SLT to put together a Behaviour Management Support Plan. Following this planning meeting the school will meet with the parents of the child, and (where appropriate the child) in order to discuss strategies. Children with severe and/or complex needs may receive support from the

Local Authority Behaviour Support Team.

Physical Restraint

If it becomes necessary, class teachers and teaching assistants have the right to restrain children in conjunction with clause 38 of the 'Behaviour and Discipline in Schools 2016' guidelines. 38: Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school has a Physical Restraint Policy which can be found on the school website.

Bullying

All learners at Newlands have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance, understanding and respect for others are central to what we believe.

As a result, we aim to:

- protect children and young people from harm
- ensure that they achieve their full potential in education
- provide a happy and stimulating childhood
- ensure that they grow up physically and mentally healthy
- enable children to feel good about themselves and respect others
- develop the essential personal and social skills to help them throughout life
- become active citizens and participate in society
- develop an ethos in which bullying is unacceptable

If incidents of bullying of any kind are reported, the procedures described in our antibullying policy will be implemented. The school will record concerns and maintain a detailed record of these with actions to ensure that the issues are resolved.

If pupils are found to have been bullying others, their parents will be informed. Sanctions will then be applied. These may include:

- Loss of playtime/other privileges
- Internal exclusion
- Fixed-term exclusion
- Managed move
- As a last resort, in extreme cases, permanent exclusion will be considered

Allegations of Abuse against Staff

All allegations of abuse will be taken seriously. The Headteacher and governing body will ensure that they deal with allegations quickly, fairly and consistently, providing protection for the child and supporting the person who is the subject of the allegation, in accordance with our Safeguarding Policy and Code of Conduct.

Newlands operates a whole school, consistent approach to behaviour and discipline, and responsibility for upholding the high standards of behaviour at Newlands is shared by staff, children, parents and the Governing Body.

Comic Strip Cartoons

(to be completed by the child and adult involved in a serious behaviour incident)



Comic Strip Conversations (devised by Carol Gray)



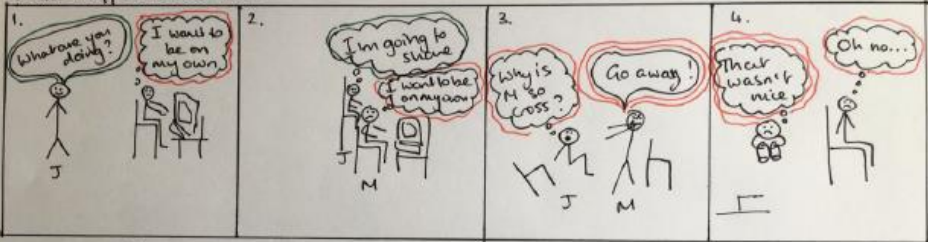
Helps a student to:

- Understand the rules of conversation
- Understand their own feelings, thoughts and reactions better
- Understand the perspective of another person
- Understand what went wrong in a social situation and come up with a new way forward for next time
- Understand the thoughts and intentions behind the actions of characters in stories, texts, history, current politics etc.

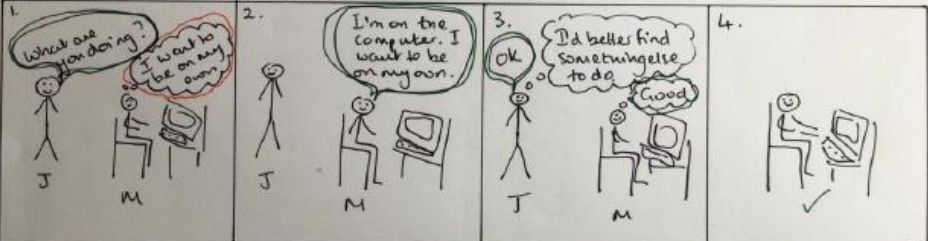
This strategy also helps teaching staff to understand the student's perspective and understanding of a situation.

Example of a Comic Strip Conversation

What happened this time -



What could happen next time



Comfortable feelings (happy, relaxed)
Uncomfortable feelings (cross, upset)

Signed _____ Pupil Signed _____ Adult _____

Date _____



BEHAVIOUR INCIDENT REPORT FORM

To be completed as soon as possible by member of staff/person observing/reporting incident and handed to designated member of senior management team.

Date Time Location

Person reporting incident

Alleged perpetrator/s

Alleged victim/s (if relevant)

Witnesses

2. Type of Incident (Please tick all relevant boxes)

Non Compliance	
Refusal to work	<input type="checkbox"/>
Refusal to comply with adult instruction	<input type="checkbox"/>
Refusal to cooperate with peers	<input type="checkbox"/>
Other	<input type="checkbox"/>

Abuse of Property	
Books	<input type="checkbox"/>
Equipment or furniture	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>
Other children's property	<input type="checkbox"/>
Vandalism	<input type="checkbox"/>
Other	<input type="checkbox"/>

Verbal Abuse	
Ridicule	<input type="checkbox"/>
Name calling	<input type="checkbox"/>
Incitement	<input type="checkbox"/>
Bad language	<input type="checkbox"/>
Threats	<input type="checkbox"/>
Other	<input type="checkbox"/>

Physical Abuse	
Hitting	<input type="checkbox"/>
Kicking	<input type="checkbox"/>
Pushing	<input type="checkbox"/>
Spitting	<input type="checkbox"/>
Biting	<input type="checkbox"/>
Other	<input type="checkbox"/>

Verbal abuse to an adult	<input type="checkbox"/>
Verbal abuse to a child	<input type="checkbox"/>

Physical abuse to an adult	<input type="checkbox"/>
Physical abuse to a child	<input type="checkbox"/>

3. Account of Events (including what led up to the incident)

4. Has a written account of incident been provided and attached?

Yes No

5. Has a Violent Incident Report been required and completed?

Yes No

6. Sanctions imposed (Please tick all relevant boxes)

Time out given	<input type="checkbox"/>	Sent to work in isolation	<input type="checkbox"/>
Loss of break/lunch	<input type="checkbox"/>	Sent to member of SMT	<input type="checkbox"/>
Loss of _____	<input type="checkbox"/>	Exclusion (HT decision only)	<input type="checkbox"/>
Other (please specify)			

7. Other actions taken (Please tick all relevant boxes)

Senior Manager informed (initials)	<input type="checkbox"/>	Behaviour Support Strategy	<input type="checkbox"/>
Parents informed	<input type="checkbox"/>	Lunchtime staff informed	<input type="checkbox"/>
Other (please specify)			

8. Please highlight any group that the child fits into if it appropriate (Please tick all relevant boxes)

SEN	<input type="checkbox"/>	Traveller	<input type="checkbox"/>
Gifted & Talented	<input type="checkbox"/>	EAL	<input type="checkbox"/>
Service Family	<input type="checkbox"/>	Other	<input type="checkbox"/>

Signed Date

Staff Expectations

At the beginning of the day

- Arrive in good time
- Create an appropriate atmosphere in the classroom
- Provide an early morning task
- Take the registers quickly and efficiently
- Escort the children to assembly in a quiet and orderly manner
- Once in assembly ensure that the children wait quietly
- Escort the children from assembly in a quiet and orderly manner

At playtime

- Ensure that children leave in an orderly fashion
- Supervise any children who stay in the classroom
- Go to the playground promptly when on duty
- When on the playground, make sure that staff are spread out

In lessons

- Have high expectations of behaviour
- Apply the school behaviour policy consistently
- Supervise children if they are moving from one room to another
- Ensure that children are wearing the correct uniform

In general, please:

- Abide by the school dress code
- Keep your room tidy

SUPPORT YOUR COLLEAGUES BY CONSISTENTLY APPLYING THE SCHOOL BEHAVIOUR POLICY IN ALL AREAS OF THE SCHOOL