



# **NORTHMEAD JUNIOR SCHOOL**

## **Behaviour Policy 2019/2020**

### **Statement of Principles**

- Every member of the school community feels valued and respected and is consulted in formulating this policy
- Every member of the school community is treated fairly, irrespective of age, gender, race, religion, ability or disability
- The school is committed to promoting equality and eliminating all forms of discrimination
- The school is committed to improving outcomes for all children
- Every child has the right to learn in a safe, caring and well-disciplined environment
- The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

### **1. Opening Statement**

At Northmead we believe that good behaviour results from a clear framework that is known and understood by staff and pupils alike. We believe that it is essential to develop high quality relationships between staff, pupils and parents to attain a positive behaviour ethos.

### **2. Aims**

- to enable all children to reach their potential by being able to learn in a safe, caring and well disciplined environment
- to help children acquire behaviour attitudes that will equip them for a successful adult life
- for pupils, parents/carers, staff, the governors, support staff and volunteers to have a shared understanding of how we manage behaviour at Northmead

### **3. Objectives**

We endeavour to achieve these aims by:

- providing a broad, balanced, relevant and engaging curriculum which caters for the needs of all pupils
- providing a high quality learning environment for all pupils which is stimulating and creates a calm and purposeful learning setting
- promoting and encouraging high standards of behaviour
- creating a whole school, shared responsibility for behaviour management
- establishing agreed practices through an appropriate system of rules, rewards and sanctions
- involving all staff, children and parents in promoting good behaviour, using the language of choice

#### **4. The role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness in consultation with all stakeholders. 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 and discipline, 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.

#### **5. The role of the Head**

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. Implementation must seek to:

- ensure that the standard of behaviour of pupils is acceptable
- promote self-discipline and proper regard for authority
- prevent all forms of bullying

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 the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

#### **6. The role of the Staff**

The adults encountered by the children at school are responsible for consistently modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, religion, ability and disability
- show appreciation of the efforts and contribution of all
- investigate reported incidents of pupil misbehaviour and liaise with parents/carers as appropriate
- record both good and poor behaviours, also rewards and sanctions

All staff are responsible for dealing with incidents in and around school and for ensuring they are record on the school management system. If in doubt, they can refer to the senior management team.

#### **7. The role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and we expect parents to support them.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school and we inform parents if we have concerns about their child's behaviour. Our Home School Link Worker will work alongside parents who are struggling to manage their children's behaviour at home.

If the school has to use reasonable sanctions to sanction a child, it is essential that parents should support the actions of the school. If parents have any concerns, they should initially contact the class teacher, year leader, SENCo, deputy or headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

In the event of fixed term exclusion, parental responsibilities include:

- Supervising their child during days 1-5 of an exclusion
- Ensuring attendance at Day 6 provision
- Attending reintegration interviews

The school behaviour policy is available to parents on our website; copies are available from the school office.

## **8. The role of Pupils**

At Northmead we encourage pupils to manage their behaviour and show self-discipline and respect, both in school and in the wider community. These values are reflected in our school rules, assembly plans and curriculum. We actively encourage pupils to take responsibility, make good choices and show good manners. Class rules are created every September by the pupils in each class; these are referred to regularly when managing behaviour.

## **9. Restorative approaches at Northmead**

At Northmead we use a 'restorative approach' to respond to negative behaviour.

The restorative approach encourages pupils to think about how their behaviour has affected others, both pupils and staff, and to think about what caused their behaviour in the first place.

### **Restorative approaches help to develop:**

- Truth Telling
- Responsibility
- Accountability
- Empathy
- Emotional Literacy
- Conflict Resolution Skills
- A Positive Learning Environment.

### **Restorative approaches help to reduce:**

- Exclusions
- Disruptive behaviour
- Conflict
- Bullying

### **Restorative approaches help to improve:**

- Behaviour
- Learning
- Attendance

Teaching and support staff have been trained in the practice of 'Restorative Justice'.

## **Classroom Behaviour Management**

### **Children are expected to:**

- come in calmly, on time and be ready for work immediately
- listen to and follow instructions
- speak politely, take turns when speaking and listen to others
- work on the task or tasks set for the full amount of time without distracting others from their work
- only move around when it is necessary to do so
- have pride in their work, appearance and environment
- not to interfere with others' learning

### **Rewards for good effort or achievement**

- positive, constructive comment written or verbally given
- stickers for good effort, persistence or high achievement
- appropriate use of house points
- displaying children's work and making a feature of it
- for exceptional effort or high achievement, a child can be sent to the headteacher for a 'headteacher's sticker'
- letting parents know about sustained good performance or effort through a comment in the home reading record book and celebration assemblies/and on the weekly newsletter
- class/year group rewards for collective achievement (e.g. the marble method)
- golden time

### **Sanctions which should be used to deal with classroom misbehaviour**

This is a hierarchical approach to dealing with behaviour matters

**Step 1:** let pupil know that his/ her behaviour is not a good choice

**Step 2:** if pupil does not stop the inappropriate behaviour put his/ her name on the board and pupil loses 5 minutes of next playtime/ golden time

**Step 3:** if pupil does not stop the inappropriate behaviour put a tick next to his/ her name and he/ she loses 10 minutes of next playtime/ golden time

**Step 4:** if behaviour continues staff send for SENCo/ Deputy/ Headteacher to remove the pupil. Pupil to be supervised by the Teaching Assistant on duty

**Step 5:** senior staff discuss with class teacher how long the pupil should be withdrawn for

**Step 6:** class teacher records incident (Stages 2, 3 or 4) and informs parents as appropriate

At Northmead School we ask that children do not bring the following items to school. These banned items include: chewing gum, lighters, energy drinks, fireworks, penknives, matches, nuts, aerosol cans, plus age related products.

The school is aware that staff are authorised to search pupils or their possessions and confiscate banned items in line with recent DfE Guidance 'Screening, Searching and Confiscation' July 2011.

## **10. Playground Behaviour Management**

### **Children are expected to show good behaviour on the playground by:**

- taking turns
- including other pupils in their games
- listening to adults' instructions

- taking care of the equipment
- helping pupils who are hurt
- asking for help from an adult when needed
- having strategies for keeping calm when angry
- using Kelso's Choice

#### **Sanctions which should be used to deal with misbehaviour on the playground:**

- a clear guiding word, reprimand or warning including an explanation of what was wrong and how to put it right in the future
- made to discuss the problem with the other person(s) to find a solution
- removal to another area (e.g. sent from the netball court) for a specific time – time out
- removal of play equipment (if not being used properly)
- class teacher informed
- verbal or written apology
- withdrawal of break-time privilege if appropriate/necessary
- child sent to year leader
- contact made with parents and invited to a meeting
- child sent to SENCo, deputy or Headteacher

At Northmead we accept that sanctions are more likely to promote positive behaviour if children see them as fair. When dealing with any behaviour issue we expect staff to:

- make clear they are dealing with the behaviour rather than stigmatising the pupil
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of pupil's needs, age and understanding)
- avoid whole group sanctions that punish the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the child's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off)
- use sanctions to help the child and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- when appropriate, use sanctions to put right the harm caused
- never issue a sanction that is humiliating or degrading
- use sanctions in a calm and controlled manner
- ensure that sanctions are seen as inevitable and consistent (children should know that a sanction, when mentioned, will be used)
- attempt to link the concept of sanctions to the concept of choice, so that children see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour
- record sanctions

### **11. Support for children experiencing difficulties with behaviour**

The school seeks to support all children with their behaviour to ensure that the classroom is a learning environment for all. We may identify children whose behaviour is a result of unmet educational needs or other needs or whose behaviour has safeguarding implications. The school has a staged response to identified needs and referral procedures which will indicate when a multi-agency assessment may be required.

There are a number of children at Northmead that are on the SEND register and have behaviour as their primary need. These children present with challenging behaviours in and out of class and the strategies detailed earlier in the policy are applied. Additional strategies may be used for these pupils according to their specific needs.

One of our Teaching Assistants (TAs) is trained in ELSA (Emotional Literacy Support Assistance) and works with small groups of children running Social Skills or Anger Management groups. Another is skilled in exploring social situations with pupils with ASD.

## **12. Behaviour outside school**

We expect children to behave appropriately when taking part in educational visits, when representing the school at sporting events and when travelling in uniform to and from school.

## **13. Serious Breaches of Discipline**

In cases of much more serious breaches of discipline (e.g. bullying, physical aggression, swearing, unauthorised absence from the classroom or refusal to co-operate), the child / children should be sent to the deputy head or headteacher immediately. The child should be accompanied by an adult or the headteacher should be sent for; a child should never be sent unaccompanied in this situation. In such cases it is the policy of the school to ask parents to attend a meeting in order to work together with the school to find an acceptable solution.

In extreme cases it may be necessary to exclude a child for a fixed period in order to set up necessary meetings and arrange for support personnel to attend.

## **14. Exclusion**

Exclusion will only be used as a last resort or in extreme cases of misconduct or physical violence. Permanent exclusion will occur only when all other avenues have been exhausted, unless it is the considered opinion of the headteacher, after consultation with senior colleagues and members of the discipline committee, that there is no other alternative. In all cases of exclusion a clear code of practice will be followed, as set out in guidance found at <https://www.gov.uk/government/publications/school-exclusion> and in our school Exclusions Policy.

## **15. Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Data to support the review of this policy includes class behaviour logs, the bullying log, the racist incidents log and the internal exclusion log. Record keeping is analysed for the impact of the behaviour policy on particular groups of pupils and in respect of vulnerable, SEND, ethnic origin, gender, young carers and children in care. The school looks for impact of the behaviour policy on individual progress with behaviour and learning outcomes.

Our Designated Safeguarding Lead and Deputies are:

Sarah Stocking	SENCO – Designated Safeguarding Lead
Wendy Cook	HSLW – Deputy Designated Safeguarding Lead
Debbie Brown	Headteacher – Deputy Designated Safeguarding Lead.
Denise Lewis	Deputy Head – Deputy Designated Safeguarding Lead.

This policy links to the following school policies: anti- bullying, Parental concerns & complaints, teaching and learning, exclusion, positive touch, child protection, pupil supervision, PSHE/Pastoral Care & Citizenship, and educational visits policy.

**Date of Policy:**        **Autumn 2009**

**Date of Review:**       **Autumn 2019**

**Date of next review:** **Autumn 2020**