

Behaviour Policy

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Reviewed: Annually	Next Review Date: 11/22
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Aims

A good behaviour management policy is at the centre of teaching and learning and underpins responsible membership of the school community. As such it makes a significant impact to the school's aims:

- To provide a challenging, stimulating, caring and safe environment where all children are encouraged to develop to their full potential
- To encourage independence, responsibility, self-discipline and pride in our achievements and our school
- To enable all children to be granted respect irrespective of protected characteristics
- To develop every child academically, physically, morally, spiritually, socially and culturally
- To ensure a well-planned and appropriately resourced teaching and learning environment
- To prepare our children for the future and to nurture a desire to learn
- To show care and responsibility in the way we all behave with one another in our school and the surrounding community
- To encourage parents and carers to take an active role in their child's learning including social and moral development

North's Expectations

We have a strong ethos of Imagine, Believe, Achieve.

Our ethos is displayed in every room of the school and are shared with children at the beginning of every year, during assemblies and during P.S.H.E. children are praised for following the school's expectations



General

- Always look neat and tidy and wear school uniform
- Have respect for all people in school
- Always do as you are asked the first time
- Keep voices and behaviour in school at a quiet level
- Always be truthful and honest
- Take care of your possessions and those of other people

Movement

- Move quietly from room to room
- Walk on the left in corridors and on the stairs

Playground

- There should be no fighting or violent games – this includes play fighting
- Children should respect lines and boundaries at play and lunchtimes
- Children should not climb on benches or the sheltered areas
- Apparatus should be used with care and respect
- Children should not come back into the building without the permission of an adult
- At the end of playtime a whistle is blown, the pupils stand still. After a second whistle they line up without talking.

Assemblies

- Children are to enter the hall silently, listening to any music that may be playing
- After being told to sit by their class teacher, children are to wait without talking for the assembly to start
- At the end of the assembly the children wait quietly and lead out in an orderly manner

PE Lessons

- Children should wear their PE kit on PE days. If a child does not wear their PE kit on these days then class teachers should text a reminder to parents.
- Teacher's instructions should be listened to carefully and followed straight away
- Apparatus should be handled with care and only when a teacher is present

Dinner times

- Children are to enter and leave the building when instructed in a quiet, orderly manner
- Respect all dinner staff
- Respect play leaders
- Conversation should be reasonably quiet, children leave the table after being dismissed by an adult, respect should be shown to all others and children should not change seats

Golden Rules



Principles

Positivity is at the heart of behaviour management and here are the approaches that underpin this policy:

- Staff model the standards of courtesy expected from the children
- There should be consistent use of positive reinforcement 'I am pleased to see....working quietly'
- Every member of staff to praise in every lesson at least twice more than every reprimand, reprimands should be private rather than public.
- Staff are to manage children's behaviour in a calm, assertive manner. Don't point fingers or appear aggressive
- Rewards and sanctions are to be applied in a fair and consistent way
- For serious incidents an investigation needs to be completed as soon as possible.

RWI non verbal signals should be used in all classes, i.e hands up to stop
Chanting should be used to make transitions time effective

- Children should not be kept in at breaktime, be asked to stand up or stand outside the classroom
- If children are sent to the headteacher they are given Reflection Sheets or apology Templates to ensure they reflect on their actions

Rewards

- **Verbal Praise** for following guidelines, golden rules, effort and achievement
- **Dojos** can only be given as rewards and should not be taken away
- **Postcards** issued for imagine, believe, achieve, our values. We also have postcards to reward British Values; democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance, refer to the Equality Policy.

Online Behaviour

Whilst using websites and apps that the school has provided the children are expected to follow the school's behaviour policy. The behaviour we expect when using online resources provided by the school are as follows:

- positivity and an emotional awareness of the effects online behaviour can have on each other
- high expectation of online behaviour (the same as in the classroom)
- be kind and compassionate in our communications with others.

The school's behaviour policy is to be implemented for online learning on the platforms we provide the children; however, it is necessary to clarify some situations that could arise in the context of online learning. The list is indicative and other behaviours deemed contrary to the safe conduct of online learning might be interpreted as sanctionable.

- Use of foul or discriminatory language
- taking of screenshots/ video recordings that are shared beyond the school intranet.
- damage to equipment
- sharing or using other children's login details
- impersonating/ pretending to be somebody else
- searching inappropriate content (or not age related)

The list is not exhaustive but covers some of the behaviours that could perceivably be undertaken. The school has the right to decide the level of concern for any behaviour not listed here.

Digital School:



VIRTUALLY NORTH PRIMARY DIGITAL SCHOOL

Make sure you are dressed and arrive on time, every day.

Have a pen/pencil and paper ready.

Your camera must be on but you should blur the background.

Mute when you are told to.

Turn work in on time.

Sanctions :

	Incident	Sanction	Recording
A	Answering back, not listening, talking at an inappropriate time, wasting time, being off task, distracting others, calling out.	Warning	Not necessary (unless on report)
B	Repeated A behaviours	Sent for time out to the parallel class	Consider putting on Arbor
C	Fighting, hitting, swearing, prejudicial language, putting others in danger, defacing or destroying school property, throwing objects (dangerous), obscene language, leaving the room without permission, threats, stealing, bullying, cyber bullying, incident	Internal exclusion – time related to incident, between 1-2 days Must be facilitated by a member of SLT	Arbor Teacher or SLT must call or meet with parents Consider report card Consider pupil reflection sheet
D	Serious Incident or repeated serious C incidents physical attack of staff or pupils, serious vandalism, stealing of school property, or persistent bullying where the measures outlined in the Anti-Bullying Policy have been unsuccessfully tried and the problem persists.	External Exclusion must be initiated by the Headteacher	Formal procedures

- **Internal Exclusion** – Child takes work in the parallel class for 1 day
The parent/carer is informed in writing
A meeting is arranged between the parent/carer and the headteacher
An internal exclusion can only be issued by an SLT member.
Child must complete a reflection sheet which should be uploaded to CPOMS.
- **Lunchtime Exclusions** take place for pupils that exhibit a C behaviour at lunchtime – These are managed by Miss Maqbool/SLT who is the leader in charge of lunchtimes
- **Report Card**– a child who has been internally excluded and reoffends or is continuously causing low level disruption in a term is seen as being very serious. The child is expected to report to the headteacher and have their card signed every day for 2 weeks. Parents would be informed and expected to be involved in improving behaviour.
- **External Exclusion** – Either fixed-term or permanent. This is only considered in situations of extreme behaviour, for example: physical attack of staff or pupils, serious vandalism, stealing of school property, or persistent bullying where the measures outlined in the Anti-Bullying Policy have been unsuccessfully tried and the problem persists.

Children must be sent directly to the Headteacher or deputy in her absence. They must be sent with work to do. On return the child would be on report and would need to show their report card to the deputy headteacher every afternoon for two weeks.

The Chair of Governors and Local authority are informed. The Governing Body will review all permanent and certain fixed term exclusions. See the Exclusion of Pupils Policy for further details.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency assessment is necessary.

- **Pupils with SEND or special circumstances** may have agreed altered sanctions.

Other Sanctions

- If a child does not return their homework their parents will be informed
- If a child forgets their PE kit their parents will be sent a text message.

- School based community service may be used as a sanction e.g. litter picking, tidying, removing graffiti.

Recording Incidents

All internal and external exclusions are recorded on Arbor to provide an ongoing record of a child's behaviour.

Communication

Parents and carers will be informed of positive behaviours through certificates, letters and postcards home. All initial communication about behaviour takes place between the class teacher and the parents/Carers.

If behaviour is unacceptable i.e. lunchtime exclusion parents/carers will be contacted and invited to meet with the SLT/class teacher.

Serious behaviour issues i.e. those that lead to internal exclusion will lead to the parents being invited to meet with the Deputy/Headteacher.

Very serious behaviour issues which lead to external exclusions will be dealt with regard to current Government Guidance.

Bullying

All reports of bullying made to staff are treated seriously, please see the Anti-Bullying Policy and Equalities Policy. Children will be expected to complete an equalities incident report and sign an anti-bullying contract. All significant incidences of bullying will be recorded and reported to the Governing Body.

E-Safety – All reports of cyberbullying are taken seriously. As per our e-safety policy, pupils are regularly reminded about the impact of cyber bullying. Where cyber bullying has occurred outside of school, parents are informed and pupils are interviewed and reminded of expectations.

Pupils and parents are offered support and advice via the Pupil and Family Welfare Officer. Any pupil found to be using the ICT inappropriately, might be denied access to it.

Malicious Allegations towards staff

In any situation where a malicious allegation has been made towards a pupil or member of staff, whether on or off site, the school will take every measure deemed necessary to intervene and involve the relevant authorities.

School Uniform

It is also the responsibility of all staff to ensure that all children wear correct school uniform. Letters will be sent home to children who do not follow uniform guidelines.

Outside of school

The school expects a high standard of behaviour from pupils when in the community. The behaviour policy applies off site when travelling to and from school, or on school trips.

Home School Agreement

All parents are encouraged to sign a Home-School Agreement which covers issues such as homework, behaviour and e-safety.

Pupil and Family Welfare Officer

When a child continuously displays inappropriate behaviour, or is consistently breaking the rules, they are referred to North's Pupil and Family Welfare Officer. They are asked to meet with the designated staff member at the end of lunchtime (for an initial period of two weeks) to discuss their day and any incidents that may arise.

The School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We will take full account of our duties to those pupils with disabilities when considering the support provided for and sanctions issued to pupils.

Use of reasonable force

School staff have the legal power to use reasonable force on pupils. This is used either to control or restrain. It must be no more than is needed in the circumstances to prevent a child from hurting themselves or others, from damaging property or from causing disorder

Other

There are other policies that may be read with this document, notably the **Positive Handling Policy** and **Anti-Bullying Policy** and **E-Safety Policy**.

