



## **Behaviour Policy**

**Reviewed: January 2024, following amendments to school policy and consultation with pupils and staff.**

**Next Review: September 2024**

*'Keep your thoughts positive because your thoughts become your words.  
Keep your words positive because your words become your behaviour.'*  
**Gandhi**

*'Getting rainbows makes you feel good about yourself.  
They make me smile from the inside'*  
**Year 1 child**

*'Pupils enjoy coming to school and love learning. They live by the school's 'BeSMART' code and behave extremely well. Bullying is not tolerated at this school. Teachers act swiftly to resolve any issues or concerns so there is no disruption to learning. Leaders make sure that pupils who need to improve their behaviour do so.'*  
**Ofsted May 2023**

### **Aims of the policy**

To create a welcoming and safe learning environment in which everyone can be successful.

Develop a consistent approach across the school which all children know and understand.

Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

## **School values**

*"Being happy starts on the inside...you have to feel good about yourself and the world around you."*

- Everyone has a right to feel safe at school. The staff at Newdale are committed to ensuring that every child is protected from harm.
- Everyone is of equal value and will be valued equally regardless of whether they have a disability, whatever their ethnicity, culture, religious affiliation, national origin, or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is everyone's responsibility to help make our school a happy place where everyone can be successful.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.
- Everyone is responsible for his/her own behaviour.
- Our expectations are for good behaviour.
- Good behaviour will be celebrated and rewarded.
- The education of most children will be protected from disruption by a minority who are demonstrating unacceptable behaviour.
- Unacceptable behaviour will be met with consequences.
- Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.
- We have rules in our school because they provide a code about working and being together.

## **Expectations**

**We expect everyone in our school to:**

- have high expectations of behaviour.
- show respect to each other.
- develop an increasingly sound understanding of right and wrong.
- co-operate and work together.
- recognise the achievements of others.
- be reliable, trustworthy, and responsible.
- always behave in a safe manner
- respect the school's environment and belongings.
- take care of their own belongings and those of other children
- always be courteous and well-mannered.
- show by their behaviour that they value the school community.
- treat others as we would like to be treated.

## Rules

Our Be-SMART Code of Conduct underpins our aims, with rules kept to a minimum and presented in a positive way. Expectations are clearly explained and regularly reinforced formally and informally so that children understand why they are important:

- ✓ For reasons of safety
- ✓ Respect for others and their property
- ✓ For the smooth running of our school

### Our rules will:

- ensure that everyone can learn, enjoy, and achieve.
- help make everyone feel valued and safe.
- protect the learning environment.
- protect the possessions of others.
- help everyone to understand about expected behaviour.
- set the boundaries for acceptable behaviour, which if crossed mean there will be consequences.



## Promoting Good Behaviour

**Good behaviour is helped when everyone remembers to do what is expected of them:**

- Staff praise children when they see good behaviour.
- Staff focus on the positive behaviour they see.
- Staff tell children clearly what is expected of them.
- Children remember what is expected of them.
- School and classroom rules are consistent, fair, and kept by all.
- Rules are regularly reviewed with staff and children together.
- Coaching strategies are used to support pupils and help pupils to change negative patterns of behaviour and beliefs.
- Responsibilities, expectations, and activities are matched to individual's age, needs and development.
- Staff regularly inform parents/carers of good behaviour or achievement.
- When children have worked hard on a task and produced excellent work this is displayed as an example for all.
- In Life Learning and RE lessons, children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.
- In assemblies, children are encouraged to think about others.
- In all subjects, children are taught the skills of resourcefulness, reciprocity, resilience and reflection.

## **School Rewards**

A child's efforts to behave well are part of their overall attitude to school. Recognition of this by adults gives a boost to their self-esteem.

Our aim is to praise children for their efforts without over-reliance on stickers and certificates and to develop self-motivated learners who feel good about themselves and their achievements without the need for excessive external (extrinsic) rewards or encouragement. Everyone in school aims to positively praise children for their excellent behaviour and work. This will encourage motivation to learn, team spirit and improve morale so children will naturally feel good about themselves from the praise they receive for achievement in school.

**We believe that good behaviour should be consistently rewarded:**

- Praise and encouragement - lots of WELL DONEs from everyone
- Head Teacher, Assistant Head and Class Teacher stickers
- Winning the BeSMART cup in weekly Achievement Assembly for whole class reward
- Achievement Assembly 'Achiever of the Week' nomination for each class
- Winning the weekly attendance treat for Key Stage 1 or 2 (extra playtime)
- Proud Stickers from class teachers
- House points
- Headteacher postcards

## **House Points**

We have four houses into which children are sorted on entry to school. These houses are named after local Shropshire landmarks: Severn, Wrekin, Ironbridge, and Wenlock.

Children earn between 1 and 5 house points for anything they have done which merits a reward: e.g. classwork, kind behaviour and following the BeSMART code.

Children add their points to a class laminated sheet which is collated weekly and displayed on a central board in the hall, visible for all children.

In addition, half termly rewards are given, for example, a dress-down day, playtime treat, basecamp lunchtime picnic etc.

For sports day in the summer term, children compete in their houses, encouraging further cross-school teamwork.

## **Behaviour Support Systems**

To ensure that all children are following the Be-SMART code, all staff in school adhere to the following positive behaviour support systems.

## **Reception and Year 1**

In Reception and Year 1, we continue to use the *Sunshine, Rainbow and Cloud* system for reinforcing good behaviour. Displayed on the wall in each classroom is a card holder which allows all adults in school to monitor the behaviour of each child. The children are given different themed cards, depending on their behaviour.



At the beginning of each day, the children **all start** with a class Sunshine card. If any child shows excellent behaviour or makes excellent progress with their work, their Sunshine card will be replaced with a Rainbow card. Parents will be informed by the class teacher when this happens, so that they can share in this achievement. Stickers also support this.

## Year 2 to Year 6

From Year 2, the children will follow the behaviour system that is used across the rest of the school - *It's Good to be Green!* This behaviour system follows a similar privilege model, using a more grown-up approach. Displayed on the wall in each classroom is a 'Good to be Green' banner and card holder which allows all adults in school to monitor the behaviour of each child. However, rather than monitor negative behaviours, children will be awarded gold cards which equate to house points won or other celebrations of their success.



**Gold** - Awarded for excellent behaviour or excellent progress in their work.



**Green** - The children will all start with a green card at the beginning of each day.

## Sanctions

However, although we understand everyone has bad days at times, there must be consequences if children do not follow the BeSMART code. These are similar across the school and the child will initially be asked to stop and think about their actions.

If the behaviour persists, the child will lose a privilege. This could be 5 minutes time out, loss of house points, loss of golden time, missing part of break or lunchtime, reflecting on their behaviour. The consequence will reflect an individual's interest.

If poor behaviour continues or for an incident of a more serious nature, the child may have time out of the classroom, be referred to their Phase Leader or the Pastoral team and the parents will be made aware via a phone call, home school communication book or in person at the end of the day.

If a child's behaviour does not improve and they are repeatedly not following the BeSMART code, the child will be sent to Miss Cook, Mrs Thomas, Miss Macfarlane, or Mrs Poole and placed on a report card until their behaviour improves.

## Unacceptable Behaviour

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and supported following all incidents so that they are able to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances, they will normally be disciplined by a sanction. **(See Appendix 3: Home School Agreement)**

**Such behaviours include the following:**

- disrupting other children's learning
- violent behaviour or hurting others.
- deliberate offensive language (including racial abuse)
- deliberate rudeness
- name calling
- vandalism
- disregard for school rules and procedure
- theft
- bullying
- sexual harassment
- drug-related behaviour
- carrying a weapon
- refusing to carry out instructions.
- spitting or coughing at people deliberately

All staff should be aware that **safeguarding issues** can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Please see **Child-on-Child abuse policy**.

If a child's behaviour falls into any of the above categories, then staff will complete a concerns form, describing their involvement and what the consequences of the behaviour could be. It may be that a communication is sent home to parents detailing the types of behaviour. If the behaviour continues, then further communication is sent to parents or a telephone call is made, asking them to make an appointment to see the Phase Leader, Inclusion Manager, Headteacher or Assistant Headteachers. Dependent on the nature of the behaviour, parents may be called into school immediately.

## **Challenging Behaviour**

Behaviour is dealt with immediately (in a non-confrontational manner). Staff will not give or threaten corporal punishment to a child. The whole Newdale team (teachers, teaching assistants, lunch supervisors, admin, and caretaking) are actively involved in praising positives and supporting behaviour improvement.

We will deal with inappropriate behaviour in some of the following ways:

- Initially, the child will be given an appropriate and personalised consequence e.g. missing part of their break or lunchtime, missing 5 minutes of golden time, etc.
- If poor behaviour continues, the child will be removed from the classroom to have 'Time Out'. This could be in another classroom with the phase leader, with the Pastoral team or on of the Assistant Head Teachers.
- Following this the child might be put on a report card system, where their behaviour is recorded for each lesson on a chart. This is shared with the headteacher and parents at the end of each day.
- A 'Time Out' system also runs at lunchtime. If the BeSMART code is not followed on the playground, then the lunchtime supervisors will bring the child involved into school to see the Pastoral team. The child's name and actions will then be logged into the 'Time Out' book and the child will remain in school for time out.
- Opportunity to talk about and reflect on their actions is supported by the pastoral team, and to apologise, shake hands, make friends and be positive again. Support groups with Mrs Poole, Mrs Byrne Corbett or Miss Cooper, provide a time to talk and come up with alternative ways of solving problems are sometimes used for children who consistently forget to use the BeSMART code.
- In extreme cases, poor behaviour may lead to an internal, temporary, or permanent *exclusion* - but this is of course only a last resort and will always be avoided where possible. Reflection sheets are written by the child (with adult support where appropriate), so that they can see how their actions may have affected others.

Parents will always be made aware if their child has not behaved appropriately in school. It is extremely important that parents support us with the sanctions their child might be given as this can have a huge impact on the child's behaviour in the future.

### **Sanctions (as a hierarchy, leading to exclusion)**

Sanctions follow these steps:

- Verbal reminder, with reference to the BeSMART Code
- Time out - sent to phase leader classroom to work or to a senior member of staff.
- Loss of break time or privileges e.g., Break play time/ Lunch play time/ Clubs/ Monitor jobs/ Trips/ Visitors
- The class teacher calls or speaks to the child's parents.
- Report to the Head or Assistant Headteachers
- Involvement of the Pastoral lead, SENDCo, Learning Support Advisory Teacher or Behaviour Support Team as appropriate
- Report Card
- Internal exclusion with Headteacher, Assistant Head teachers or Pastoral team
- Exclusion (temporary or permanent). Exclusion may be the first response to extremely challenging behaviour. Note: Governing Body are involved in exclusions.

**See appendix 4:** Modified Timetable Protocol

**See appendix 5:** Fair Access Panel Protocol

## **Disciplinary Sanctions**

We approach challenging behaviour proactively. We assess why children behave the way they do (what are the triggers or antecedents to challenging behaviour?), then plan support programmes to avoid such triggers for poor behaviour or introduce the child to techniques to avoid such triggers and respond to their own need to self-regulate their behaviour. Such support includes our *Time to Talk* and *Socially Speaking* programmes, *Circle of Friends*, and Report Cards, which allow children to develop their behaviour management skills each day: children are supported to plan targets for their behaviour and to assess their progress towards those targets.

A distinction is drawn between minor incidents and those of a more serious nature. Fighting, stealing, bullying or being constantly disruptive, result in a child being removed from class and sent to the Head or Assistant Headteachers. An 'emergency' card system is used by teachers across school to call for assistance in classes should the need arise.

Parents will be contacted, and their support requested if behaviour is a frequent concern.

Challenging and anti-social behaviour is dealt with promptly and support is given to the victim. Our hierarchy of sanctions encourages children to reflect on their actions, gives them the chance to redeem themselves and encourages children to take responsibility for their actions and the impact they have on those around them. Our policy is to encourage integration with others, e.g. with the ultimate goal of bully and victim relating positively towards each other.

## **Lunchtimes**

At lunchtimes, children are expected to abide by all the school rules, and it is the role of the supervisors to oversee this. The role of staff at lunch time, is to follow the agreed school rules.

The Headteacher may, in extreme circumstances, decide to contact a child's parents and may exclude that child from the premises at lunchtimes. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger governor meetings so that parents can make representations. Lunchtime exclusions will not be counted towards the school's duty to provide full-time education from day six of a fixed period exclusion.

## **Leaving the classroom or school grounds without permission**

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk. **(Please see appendix 6 for further details.)**

## **Assessment and reporting**

- Where a child's behaviour is observed as unacceptable each day, staff will log an incident on CPOMS, the online Safeguarding management reporting software in use in school.



- Sunshine books and report cards may also be used to track daily behaviour, both in school and at home. These are a vital link between school and home and is used in conjunction with the child, class teacher, parents, senior managers and the pastoral team.
- Outside agencies may be involved, with the aim of analysing the behaviour and the reason for it and the subsequent implementation of Individual Behaviour Plans if needed to plan support for the child with relevant home/ school/ agency support.

## **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

All staff and governors are aware of the Equality Act and Disability Discrimination Act and are aware of their responsibilities in respect to this.

There is a Bullying and a Racist incident book kept in the Headteacher's office used to support children's understanding of the serious nature of both offences.

Incidents are recorded on incident logs and collated on the Contextual Information Summary (CIS) report.

## **Homophobic and Transphobic bullying**

School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the RSHE and Life Learning curriculums about different types of families and are encouraged to be accepting of all.

All staff and parents are aware that homophobic and transphobic bullying are reportable offences.

In the event of any such bullying, school would record the incident in the bullying incident log and inform all parents involved.

## **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The governing body must be satisfied that the measures proposed by the head teacher are lawful. **(See appendix 7)**

## **Searching and confiscation**

The Headteacher, Assistant Headteachers and Inclusion managers have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, and stolen items.

School staff can seize any banned or prohibited item found because of a search or any item considered to be harmful or detrimental to school discipline. **(See appendix 8)**

## **Physical Intervention**

The use of physical intervention is very rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example, if a child is hurting themselves and/or others or making a threat to injure using a weapon.

Any intervention used will always be minimal and in proportion to the circumstances of the incident.

All physical intervention will be recorded. **(See appendix 9 for guidance)**

Most staff have been trained in physical interaction techniques.

## **Pastoral care for school staff**

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

## **Revocation of Parents' Licence to Enter the School**

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Local Authority and a letter sent from school detailing the withdrawal of the parents' right to enter school. If appropriate, the police may be involved.

## **Outside Agency Support**

- BeeU (previously CAMHS)
- Behaviour Support Service
- Support from the Local Authority
- Family and Education Support Workers
- Early help support practitioners.

## **Developing the Partnership**

Positive behaviour is the shared responsibility of children, parents, and the teaching team - partnership is vital. Parents are actively involved in both supporting behaviour and being kept aware of their child's behaviour (good and not so good) by Report Cards, Home-School Link Books, Inclusion Manager liaison, meetings at school and telephone calls or text messages if needed.

The Headteacher will work in partnership with other agencies e.g. the police, when deemed beneficial. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. On some occasions, continuous poor behaviour of pupils may require that staff attend the Fair Access Panel to discuss concerns with a panel of Local Authority representatives. This could result in additional support being gained e.g. Outreach worker support.

## **Further reading and guidance**

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-and-school-staff-on-behaviour-and-discipline>

[http://www.ico.gov.uk/for\\_organisations/data\\_protection.aspx](http://www.ico.gov.uk/for_organisations/data_protection.aspx)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826>

## **Quotes from children**

'The Behaviour policy is fair, positive behaviour is encouraged for all, not just pupils. Teachers act as good role models for pupils to follow' (**Year 5 child**)

'The Behaviour policy lets everyone in school know what is expected of them. Rewards and consequences are explained but what is great is that pupils can learn from mistakes. A chance to change, as every day is a fresh start.....Go Green!' (**Year 5 child**)

Policy reviewed: January 2024 J Thomas; R Cook (shared with all staff)

### **Next Review:**

Involving parent governors, children and the Newdale Teaching Team, September 2024.

R Cook  
Headteacher

**Should you wish to view or receive a copy of the appendices then please contact the school.**