



Norton Church Of England Primary School

BEHAVIOUR POLICY

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INTRODUCTION

At Norton we are proud of our children's behaviour. Expectations are high and equal for all children. Children learn best when they are happy and feel safe. Respectful behaviour facilitates this.

PURPOSE OF THE POLICY

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring, responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

AIMS

We aim to provide an excellent education based on sound Christian values (Courage, Friendship, Peace, Forgiveness, Thanks and Truth) enabling all children to reach their full potential. Values for life are taught through worship and daily reflection as well as through curriculum links. They are modelled through our words and actions and we are explicit when talking about these values so that children are able to use them both today and in the future. We draw on examples from daily life, Bible stories, particularly Jesus' life and use daily prayer linked to the value in focus. This guides many aspects of our behaviour expectations.

Our supportive, caring and secure learning environment will foster individual self-confidence and mutual respect. We will work in partnership with the local community to promote children's safety and happiness and to celebrate their achievements.

In this school we believe that everyone has the right to be treated as an individual and with respect. We value achievements of every kind – academic and non-academic.

Our aims for behaviour are that children will –

- Be encouraged to own their own behaviour, take responsibility for their choices and develop the personal qualities required to become reasonable, self-disciplined adults.
- Be tolerant and understanding with respectful consideration for the rights, views and property of others.

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- Develop a responsible and co-operative attitude towards work and towards their role in society.
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take pride and display a responsible interest in caring for their environment.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Any behaviour that causes humiliation, pain, fear or intimidation

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- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (subject to management's discretion)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

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RESPONSIBILITIES

Staff, pupils, governors and parents agree to –

- Treat children and adults as individuals and respect their rights, values and beliefs.
- Foster and promote good relationships and a sense of belonging to the school community.
- Provide a well-ordered environment in which all are fully aware of behavioural expectations.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.
- Encourage, praise and positively reinforce good relationships, behaviour and work.
- Reject all conduct involving bullying and harassment.
- Help to develop strategies to eliminate undesirable behaviour both within and outside the classroom and apply these fairly and consistently.
- Care for and take pride in the physical environment of the school.
- Support and encourage one another.

The Governors and Head Teacher will work towards the school's aims by -

- Taking a lead in the establishment of a positive school ethos.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and monitoring attendance and punctuality and responding appropriately when either is poor.
- Recording and reporting incidents of serious misconduct.
- Taking active steps to ensure that building and grounds are secure and well maintained and that any damage is reported so that it can be rectified as soon as is practical.

Teachers will work towards the school's aims by -

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child in their care, according to ability and aptitude.

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- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring that learning is progressive and continuous.
- Being good role models – punctual, well prepared and organised.
- Taking quick, firm action, including communicating concerns to the Head Teacher, to prevent one child inhibiting another’s progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively with a shared philosophy and commonality of practice.
- Always making clear that it is the behaviour which is unacceptable, never the child.

Pupils are encouraged to work towards the school’s aims by -

- Attending school regularly.
- Being punctual and ready to begin lessons on time.
- Being organised – bringing appropriate kit and equipment, taking letters home promptly, returning books efficiently.
- Contributing to the development of the school’s code of behaviour.
- Conducting themselves in an orderly manner in line with this code.
- Taking increasing responsibility for their environment and for their own and each other’s learning and conduct.

Parents are invited to work towards the school’s aims by -

- Ensuring that their children attend school regularly, in good health and punctually.
- Following the school’s guidelines in applying for pupil leave, taking holidays in term time only if this is unavoidable.
- Providing support for the discipline within the school and for the teacher’s role.
- Being realistic about their children’s abilities and offering encouragement and praise.
- Participating in discussions concerning their children’s progress and attainments, including attending two parent consultation meetings each school year.
- Ensuring early contact with school to discuss matters which might affect a child’s happiness, progress and behaviour.
- Taking an active interest in children’s learning by hearing reading, assisting in the learning of spellings and tables, giving due importance to homework and supporting school activities which involve their children (sports, music, plays, etc.).
- Encouraging their children to take an increasing personal and social responsibility as they progress through the school.

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- Accepting responsibility for the conduct of their children at all times.

PROCEDURES

For ensuring involvement of all members of the school community we will –

- Have regular opportunities for teaching staff to raise issues concerning behaviour as an agenda item at weekly staff meetings.
- Have formal half-termly liaison meetings between Lunchtime Manager and Mid-day Supervisors as well as opportunities to discuss concerns on a daily basis.
- Have a planned programme of professional development for teachers, classroom assistants, mid-day staff and administrative staff.
- Have Governor training, both centrally provided and in school.
- Have regular opportunities for all teaching and non-teaching staff to liaise with the Head Teacher on a one-to-one basis and to raise behaviour issues if necessary.
- Inform the Governing Body about behavioural concerns through the Head Teacher's Report.

To develop a good partnership with parents we –

- Have a philosophy highlighted by the school's Mission Statement, which encourages a shared approach to education.
- Have regular opportunities for informal contact with teachers who are always accessible to parents before and after school.
- Have an 'open door' policy whereby parents have easy access with the minimum of delay to discuss issues/concerns with the Head Teacher.
- Have good communication channels including a weekly diary.
- Have formal parent, pupil, teacher consultation evenings twice a year
- Send home two interim reports (term 2 and term 4) and a formal written report issued at the end of the school, year.
- Have a full programme of open days, productions, educational evenings and fund-raising/social events organised by The Friends of Norton.
- Have an induction programme for children entering Reception which involves visits to and from playgroups and an evening meeting for parents as well as planned weekly sessions throughout the summer term.
- Provide literature for new parents which outlines the school's Behaviour Policy.
- Welcome parents into the classroom, both on a regular basis (to offer support for reading, for example) and for occasional demonstrations which utilise parental expertise or interests.

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- Welcome other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities.
- Have a clear policy for children with special needs, which involves parents who have children on the SEN Code of Practise. These parents will be invited into school an additional three times each school year to discuss progress.
- Have a home/school liaison procedure for monitoring children’s reading each night and a homework policy for pupils, which indicates to parents the work to be completed.

For providing children with opportunities to discuss appropriate behaviour we provide –

- STARS vision that underpins all we do. All behaviours are related to this vision: Strive Think Act Respect Shine.
- A values-led curriculum where values and spirituality are at the core of learning.
- A programme of Relationship/Health/Sex Education which includes work on relationships and feelings.
- Regular reminders of playground rules in special lunch-time assemblies held once a month.
- A programme of Religious Education and PSHE which includes ethical, moral and social issues.
- A range of class, key-stage and whole school acts of worship, which include ethical, moral and spiritual issues.

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For promoting desirable behaviour staff will –

- Listen to children, particularly through School Council.
- Have a limited number of school rules, largely concerned with Health and Safety and consideration of others, published in the School Prospectus and reinforced with pupils at regular intervals.
- Act as role models for treating each other with respect.
- Praise and encourage children often.
- Provide a classroom environment which stimulates children, organised in such a way as to facilitate independence.
- Encourage and appreciate all children who act as positive role-models.
- Celebrate effort, achievement and good behaviour during Friday 'sharing' assemblies.
- Encourage collaborative work within and across class/age groups which helps to develop good relationships.
- Plan paired/group reading sessions with friends within class and KS2 children with KS1 children.
- Organise pupils to act as librarians, class monitors, fruit monitors and milk monitors.
- Provide a range of after school extra-curricular activities aimed at promoting self-esteem, encouraging co-operation and team-work, discovering and developing new skills and interests and aiding general social development.
- Provide educational visits for all pupils to reinforce and develop existing curriculum work by placing it in context and giving it relevance; introducing new skills and knowledge at first-hand.
- Provide a residential visit for year 6 children with an aim of encouraging team work and independence.
- Year six pupils helping Supervisors as Buddies in the playground.
- Have a House Point system which rewards good work, effort and behaviour.
- Have a system of STARS and stickers operated by each class teacher.
- Regularly display photographs of children playing well. Keep an album of photographs to celebrate events in school.
- Award Head Teacher stickers to those pupils sent to see the Head for trying particularly hard with their work or behaviour.
- Pebbles placed by each child/member of staff in a bowl and taken out when leaving the school, promoting a sense of belonging.
- Stickers awarded by mid-day supervisors for those children who have been consistently helpful and/or considerate at lunchtimes.
- Have merit certificates awarded termly for all pupils who have made a significant effort with work and/or behaviour.
- Celebrate good work in sharing assembly
- Send letters/text messages home for good behaviour/work/helpfulness.
- Celebrate positive learning behaviours through the Dojo award system

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For eliminating undesirable behaviour include –

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of all teaching and non-teaching staff and are understood by the children.
- Have a yellow card system where children are given a lunchtime detention for unacceptable behaviour. Where two yellow cards are given in a half term, or if the behaviour includes a dangerous incident, parents will be asked into the school (see appendix).
- Specific guidelines dealing with issue of bullying (see appendix).
- Conscientious and consistent supervision of all pupils at all times
- Rapid and stringent response to incidents of bullying and racial or sexual harassment.
- A readiness to tackle persistent behavioural problems through the special needs procedure.

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Appendix 1

When we behave well or if we do very good work:

- Our teacher notices and will tell us by smiling and saying something like 'well done'.
- We may get a sticker for our good work or behaviour.
- If our work is especially good and we have tried especially hard, we may get work 'Work of the Week' in sharing assembly. This also means we will get a house point and our name will go on the weekly diary.
- If we are noticed being a 'Norton Star' we will get a sticker to take home and a house point in sharing assembly.
- Midday supervisors will have stickers to give out for really good behaviour like being kind to our friends or for being helpful. This earns us a house point.
- If we keep up the good work or behaviour, we may be given a merit certificate in merit assembly. This gives us a house point and a really big clap from the mums and dads.

If we do not behave well and do not try our best:

- Our teacher looks at us to show that they have noticed.
- If we continue, we get a warning and our teacher will say something like 'remember our rules'.
- If we carry on, our teacher will write our name on the board. If we do this again, and our name goes on the board twice, we will miss part of our playtime. We will need to explain why we are behaving in that way to our teacher.
- If we do something very wrong we may get a yellow card. We will get a yellow card if we:
 1. Carry on disrupting a lesson or assembly after we have been told.
 2. Are rude to an adult in school.
 3. Refuse to do what we have been asked to do.
 4. Hurt another person on purpose.
 5. Use bad language.
- If we are given a yellow card, our name will go in the teachers' diary and we will miss our Friday lunchtime play. We will go to the Head Teacher. She will not be happy we have been given a yellow card.
- If we get two yellow cards during that term, the Head Teacher will arrange a meeting with our parents /carers.

If we are **Norton Stars** everyone will be happy!

Following out STAR vision helps us remember how to work hard and behave brilliantly!

Strive Think Act Respect Shine

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Appendix 2 - HOME SCHOOL AGREEMENT

THE SCHOOL

The School will

- ✓ **Strive:** Provide a safe, happy and challenging working environment for all pupils teaching an interesting curriculum with exciting and memorable learning opportunities; helping each pupil to develop his or her individual talents and to reach their full potential.
- ✓ **Think:** Monitor and report on every pupil's progress, informing parents/guardians of successes and concerns through text messages, an open door policy, reports and parent meeting.
- ✓ **Act:** Develop positive partnerships with parents by listening and supporting.
- ✓ **Respect:** Respect and value each child and family equally, regardless of ability, ethnic origin, gender, belief or social background.
- ✓ **Shine:** Set a good example by valuing each other, the pupils and parents of Norton community and by looking for the best in everyone.

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PARENT(S) / CARER(S) OF THE SCHOOL'S PUPILS

We/I aim to:

- ✓ **Strive:** To support Norton School by ensuring that my child has good attendance and arrives at school on time, properly equipped and dressed in correct school uniform.
- ✓ **Think:** Advise the School if my child is unable to attend and obtain in advance, school leave of absence authority if I plan to take my child out of School during term time.
- ✓ **Act:** Develop positive partnerships with the school by listening and supporting the class Teacher, Teaching Assistants and Head Teacher and discussing any concerns with them as soon as they arise. This includes attending Parents' Evenings and other meetings to discuss my child's progress.
- ✓ **Respect:** Adhere to the school behaviour policy understanding that every child has the right to feel safe and learn.
- ✓ **Shine:** Value the whole school community so that my child can receive the best possible education.

THE PUPIL

The Pupil will

- ✓ **Strive:** We know to listen carefully. We work hard when we talk with our talking partner/group.
- ✓ **Think:** We use the quiet times our teacher gives us to think carefully about what we do and what we say. We know that we are all responsible for what we do and say.
- ✓ **Act:** Talking to our teacher or other adults in school helps us feel safe. We feel confident about asking for advice or telling someone if we have a problem. We listen to our friends and offer help and solutions to them when we can.
- ✓ **Respect:** Our class is a team and every member is important. We care for each other and we understand that we are all different and have different families and homes. We value ourselves as well as others.
- ✓ **Shine:** We are proud of our school and know that we all play a part to make it even stronger. We are aware of people who live in Norton, we want to make sure that our school helps them. We celebrate our successes and our STARS vision. We enjoy learning and we love to shine!

Strive Think Act Respect Shine

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Appendix 3

Our Charter



We agree to be ready to learn:

- **Strive:** We know to listen carefully. We know our teacher will not talk for too long so that we can keep focused on meeting our targets and reaching our goals. We work hard when we talk with our talking partner/group.
- **Think:** We use the quiet times our teacher gives us to think carefully about what we do and what we say. We know that we are all responsible for what we do and say.
- **Act:** Talking to our teacher or other adults in school helps us feel safe. We feel confident about asking for advice or telling someone if we have a problem. We listen to our friends and offer help and solutions to them when we can.
- **Respect:** Our class is a team and every member is important. We are proud of our school; we are loyal. We care for each other and we understand that we are all different and have different families and homes. We value ourselves as well as others. We choose our words carefully.
- **Shine:** We are proud of our school and know that we all play a part to make it even stronger. We are aware of people who live in Norton, we want to make sure that our school helps them. We celebrate our successes and our STARS vision. We enjoy learning and we love to shine!

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