



A place to shine ...

*Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6*

Behaviour Policy

Approval body:	Local Governing Committee of each academy
-----------------------	---

Status:

Statutory policy or document	Yes
Review frequency	As determined by the Board
Approval by	As determined by the Board

Publication:

Statutory requirement to publish on website	No
If not, agreed to publish on website?	Yes – school

Version Control:

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
Assistant Head Teacher (CR)	18.7.19	1.0	Final version agreed by Local Governing Committee for communication to staff, parents, pupils etc.
Changed by	Revision Date	Version	Status
Assistant Head Teacher (CR)	15.1.20	2.0	Revised behaviour system

Review Date	
Frequency	Next Review Due
Annual	October 2021

*'And be kind one to another, tender hearted, forgiving one another.'
(Ephesians 4:32)*

1 Purpose

The purpose of this policy is to set out how we will manage behaviour within the school.

2 Scope

This policy applies to all pupils.

3 Policy statement

All academies within Newcastle East mixed multi Academy Trust (NEAT) are aligned to the whole trust vision which is:

“We belong to an innovative, sustainable trust working collaboratively with partners to share our vision and values that enables all learners within our influence to be well prepared personally, socially and academically for the next stage of their lives in a changing world.”

NEAT's commitment is that:

- Every learner should understand they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All learners will be helped to take responsibility for their actions.
- Each school will make clear expectations around behaviour and will apply these transparently and consistently.
- Each school's policy will support positive behaviour and provide clear rewards and sanctions and interventions.
- We will aim to identify as early as possible, potential barriers that may impact on learning and behaviour, and involve learners and their families in addressing these at the earliest opportunity.
- We will use this intelligence to support the learner and if appropriate, the whole family.
- We will seek to engage with learners and families through our in-school support, central trust-wide support and external professionals, with the aim of improving outcomes.
- Our staff and volunteers will set a positive example to learners at all times and will apply their school's policy fairly and consistently in practice.
- Fixed-term and permanent exclusions may be considered in appropriate circumstances but will only be used if all other reasonable options have been exhausted or the level of misbehaviour deems that to be the most appropriate action in line with the definitions and sanctions set out below.
- The use of physical intervention will be a last resort and only used in accordance with this policy.

4 Legal considerations

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- The DfE Statutory guidance on [Exclusion from maintained schools, academies and pupil referral units in England](#) sets out the legal framework that schools must adhere to when considering the exclusion of a pupil on disciplinary grounds.

5 Roles and responsibilities

- Local governing committee is responsible for reviewing this policy's effectiveness and holding the headteacher to account for its implementation.

- Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds.
- Staff are responsible for:
 - implementing the behaviour policy consistently;
 - modelling positive behaviour;
 - providing a personalised approach to the specific behavioural needs of particular pupils; and
 - recording behaviour incidents.

Senior and middle leaders will support staff in responding to behaviour incidents.

- Parents/carers are expected to:
 - support their child in adhering to the behaviour policy;
 - inform the school of any changes in circumstances that may affect their child's behaviour; and
 - discuss any behavioural concerns with their child's class teacher promptly.

6 School aims

- To be loving towards others developing empathy and social skills to enable children to understand why people behave the way they do, discussing with their peers difficult and challenging issues.
- To be respectful towards all members of the school and the wider community, encouraging good manners and acceptable codes of behaviour.
- To be honest in expressing our feelings and taking action to avoid or resolve conflict, encouraging tolerance and forgiveness.
- To be courageous in our development of self-discipline, resilience and independence.
- To be fair and consistent in our approach to positive behaviour and keep all children motivated through systems that reward positive behaviour.

7 Expectations for pupil behaviour

To promote positive behaviour at Central Walker CE Primary School we encourage and teach children to:

- Understand and follow our school values and rules at all times
- Be resilient in all they do
- Move appropriately around school
- Be polite to adults and other children
- Develop strategies to deal with upsetting or aggressive behaviour
- Take responsibility for their behaviour, realising that they always have a choice
- Contribute to their own learning and be proud of their progress
- Celebrate differences and diversity
- Ask questions and challenge themselves to risk-take
- Report incidents of bullying behaviour involving themselves or others

8 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:

- 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 Policy.

9 Behaviour management

The intention of our approach to behaviour management is to ensure that:

- our systems create a consistent approach to managing behaviour;
- we identify pupils showing persistent poor behaviour and if there are any underlying causes;
- we develop, implement and evaluate effective behaviour strategies and the teaching of good behaviour.

9.1 School leadership

The guidance document from DfE includes strong school leadership as one of the 10 key areas that can be effective in contributing to improving pupil behaviour.

9.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will ensure:

- Classroom and resources are organised
- Systems are in place
- Circle time is used to build confidence and self esteem
- Work is at the appropriate level
- Children's individual needs are identified and met

- Effective relationships are established
- Children feel valued and listened to
- A restorative approach is used to resolve conflicts.
- Children understand the systems for rewards and consequences

9.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to take into account the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10 Rewards and sanctions

10.1 Rewards

Rewards and Strategies we use to promote Positive Behaviour:

- Approving look, smile, nod, sign (e.g. "thumbs up")
- Verbal praise
- Private praise
- Public praise
- Stickers, stamps, comments written in journals
- Certificates
- Special chair, cushion
- "Sharing Good News" letter/ card home to parents
- Circle Time focus
- Celebration Assemblies
- Showing good work to other teachers and classes
- Sharing good work with the Headteacher

- Special jobs
- A special responsibility
- Star of the Week/ Day
- Dip in the box
- Star slip

Club Time:

Club Time is a community celebration to reward positive behaviour. Club Time activities are special activities that the children have chosen to do. With a consequence for their actions, children learn about the difference between positive behaviour and negative behaviour. If a child has shown poor behaviour they will lose club time, however children are given opportunities throughout the week to earn back their lost minutes!

Individual Rewards:

Chips

Children are awarded chips for positive behaviour, good work, excellent manners etc. Chips build and the following prizes are awarded:

Early Years:

- 5 chips = Red Certificate
- 10 chips = Orange Certificate
- 15 chips = Yellow Certificate
- 20 chips = Green Certificate
- 25 chips = Blue Certificate
- 30 chips = Purple Certificate
- 10 chips in Pot of Gold = Rainbow Certificate

KS1 & KS2:

- 20 chips = bronze – receive bronze badge
- 40 chips = silver – receive silver badge
- 50 chips = gold– receive gold badge
- 60 chips = pick from the rewards box
- 75 chips = a book of choice
- 100 = chips day trip at the end of summer term

House Prize:

A child's individual chip reward builds towards a house prize. Children are assigned into 3 houses, Morpurgo, Dahl and Rowling. Every week in our assembly, chips that the children have earned throughout the week are counted and the winning house is announced during assembly. The house who has won the highest number of weeks over a half term will receive a reward (e.g. extra playtime).

10.2 Sanctions

Sanctions for poor behaviour (EYFS, KS1 & KS2):

- Every child starts each session with their name on the green.
- If a child shows negative behaviour the class teacher/teaching assistant is to speak to the child to remind them of the expected classroom behaviour, reinforcing positive behaviour choices to give the opportunity to get back on track-the child is placed on yellow.
- If a child shows repeated negative behaviour and they 'cross the line' then their name

is placed on orange. The child loses 5 minutes of their next break as a consequence of this behaviour and parents are informed via text or verbal conversation. Children will return to green for the next session.

- Orange behaviours include refusal to follow adult instructions, being disrespectful and causing classroom disruption.
- If a child is placed on orange 5 times within a week period then they will move to red (see below for more information regarding red).
- A child will be placed on red for demonstrating orange behaviours 5 or more times within a week period or for using inappropriate language, being violent, demonstrating unsafe and dangerous behaviour, destroying property and absconding.
- A child who demonstrates red behaviours will automatically lose 5 privileges. The 5 lost privileges are to be decided by the class teacher/SLT. These privileges will be lost until the child demonstrates green behaviour for a full day. With each full day that green behaviour is demonstrated, one privilege will be earned back (some children will earn privileges back quicker-one per half day for example- if they have been identified as needing an individual behaviour plan).
- A child who reaches red will also be placed on report so that behaviour can be monitored closely whilst the child remains on red. Red behaviour will be recorded on CPOMS.
- When a children reaches red a meeting with his/her parent/carer will also be arranged.

*in the Summer term, playgroup children will begin to be introduced to the above behaviour system.

10.3 Play/lunchtime

At least one member of teaching staff/SLT should be present at all break and lunchtimes.

Orange behaviour, where appropriate, can be sanctioned immediately by any member of staff with time out in the yard. This should be 5 minutes at a time. Class teachers should be informed of orange behaviours on the yard so that they can be recorded and discussed with parents.

Where red behaviour occurs at break/lunch time a member of teaching staff/SLT should be informed so that appropriate action can be taken.

10.4 Exclusions

We understand that any decision to exclude a pupil must be lawful, reasonable and fair. We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

We will have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

We will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision will be arranged from the sixth day.

We recognise that 'informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, even if parents or carers were to agree. If a child is sent home in the school day this will be or form part of a fixed term exclusion.

10.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

10.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

11 Pupil transition

To ensure a smooth transition to the next year, pupils have a full transition week (the last week of the summer term) with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

12 Staff development and support

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction. Behaviour management is also part of continuing professional development.

13 Monitoring

SLT will continually monitor the application and effectiveness of this policy. Appropriate revision and amendments will then take place, with the necessary consultation with staff and LGC.

Appendix 1

The Rights and Responsibilities of Everyone in Central Walker CE Primary School

OUR PUPILS

Pupils Rights	Pupils Responsibilities
<p>Be valued as members of the school community;</p> <p>Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</p> <p>Make mistakes, and learn from them; Be treated fairly, consistently and with respect;</p> <p>Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</p> <p>Be taught in a pleasant, well-managed and safe environment;</p> <p>Work and play within clearly defined and fairly administered codes of conduct; Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</p> <p>Develop and extend their interests, talents and abilities.</p>	<p>Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>Respect the views, rights and property of others, and behave safely in and out of class;</p> <p>Co-operate in class with the teacher and with their peers;</p> <p>Work as hard as they can in class;</p> <p>Conform to the conventions of good behaviour and abide by school rules;</p> <p>Seek help if they do not understand or are in difficulties;</p> <p>Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</p>

OUR STAFF

Staff Rights	Staff Responsibilities
<p>Work in an environment where common courtesies and social conventions are respected;</p> <p>Express their views and to contribute to policies which they are required to reflect in their work;</p> <p>A suitable career structure and opportunities for professional development;</p> <p>Support and advice from senior colleagues and external bodies;</p> <p>Adequate and appropriate accommodation and resources;</p> <p>To be treated with care and dignity from all members of our school community;</p>	<p>Behave in a professional manner at all times;</p> <p>Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</p> <p>Show interest and enthusiasm in the work in hand and in their pupils' learning;</p> <p>Listen to the pupils, value their contributions and respect their views;</p> <p>Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</p> <p>Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</p> <p>Share with the parents any concerns they have about their child's progress or development;</p> <p>Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</p> <p>Report suspected cases of bullying to a Designated Teacher for Child Protection. The head teacher must also be informed.</p> <p>Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken</p>

OUR PARENTS

Parents/Carers Rights	Parents/ Carers Responsibilities
<p>A safe, well-managed and stimulating environment for their child's education;</p> <p>Reasonable access to the school, and to have their enquiries and</p> <p>Concerns dealt with sympathetically and efficiently;</p> <p>Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</p> <p>Be well informed about their child's progress and prospects;</p> <p>Be well informed about school rules and procedures;</p> <p>A broad, balanced and appropriate curriculum for their child;</p> <p>be involved in key decisions about their child's education;</p> <p>A suitably resourced school with adequate and well-maintained accommodation.</p>	<p>Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>Be aware of school rules and procedures, and encourage their child to abide by them;</p> <p>Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</p> <p>Act as positive role models for their child in their relationship with the school;</p> <p>Attend planned meetings with teachers and support school functions;</p> <p>Provide the school with all the necessary background information about their child, including telling the school</p> <p>Promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.</p>

Appendix 2

Causes of inappropriate behavior

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented below, Lehman, Hawkins and Catalan (1994).

In school factors

The Environment

- Lack of proper ventilation
- Physical problems of limited space
- Special occasions which cause excitement, e.g. Christmas, Fire Drills etc

The Child

- Tired due to lack of proper rest
- Hungry due to insufficient or inappropriate food
- Poor or inappropriate social skills
- Need for attention from teacher or parent

The Teacher

- Offering poorly differentiated curriculum leading to either frustration or boredom
- Lack of knowledge of pupils
- Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- Poor dictation
- Lack of clarity in explaining expectations for behaviour or subject
- Lack of or confusing instruction on subject matter
- Lack of professional development
- Teacher stress

Out of school factors

Family Circumstances

- Child's position in the family
- Child's relationship with parent/siblings/grandparents etc
- Divorce/ bereavement
- Mental health problems
- Family trauma
- Alcohol or drug addiction

The Neighbourhood

- Child's popularity
- Peer relationships
- Bullying
- Social Problems
- Civic disturbance

Appendix 5

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation / Child Criminal Exploitation
- Bullying / cyberbullying
- Physical abuse
- Radicalisation
- Abuse in intimate friendships / relationships
- Sexual violence and harassment
- Gang associated and serious violence
- Initiation / hazing type violence and rituals
- Sexting

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs.

There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but can do so in different ways.

A difficult feature of peer on peer abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Relationship abuse is unacceptable behaviour between any two people.

Sexual Violence & Harassment in Schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline.
- Sexual harassment can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about appearance, sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- Online sexual harassment, which might include: non-consensual sharing of sexual images / videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.
- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence so staff should report concerns immediately to the Designated Safeguarding Lead.

Sexting

Sexting can be defined as 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.'

If staff become concerned about a 'sexting' issue they should not look at, share or print any indecent image and should:

Step 1: If a device is involved, confiscate it and set it to flight mode or, if not possible, switch it off.

Step 2: Seek advice - give the electronic device immediately to the DSL. Report your concerns following your normal child protection procedures.