

NEWPORT PRIMARY SCHOOL

BEHAVIOUR POLICY

Reviewed with staff - September 2015

Reviewed with Governors - September 2015

INTRODUCTION

All children within the school are entitled to a balanced and broadly based curriculum. Due to our inclusive approach, this may be modified to accommodate different learning needs. A few of our children have additional educational needs as a result of social, emotional and behavioural difficulties.

All of our children are entitled to a caring and supportive environment.

Consequently, high expectations of behaviour need to be established for all children.

Many of our children need to be taught how to behave, how to play and how to work successfully.

We aim therefore to:-

- Help our children to develop the ability and skills to behave in ways which are acceptable to the school population.
- Enable our children to acquire the necessary interests, attitudes, values and personal resources that they may become responsible citizens in a rapidly changing world.

APPROACH

- We believe that the most effective way of encouraging good behaviour is by providing the right emotional and physical environment for learning.
- All members of staff are expected to develop strong, supportive relationships with the pupils, and set good examples at all times.
- By providing a high quality environment for learning, we aim to give the message 'You are worth it' to the children in our care.
- We will maintain high expectations of behaviour, and will challenge behaviour that is not acceptable.
- All staff will use positive approaches to building self-esteem, effective communication, praise, encouragement and strong links with the family.
- There are clear expectations about pupil's behaviour set out in a simple set of Whole-School Rules.
- All staff should take opportunities to draw attention to children doing well and comment positively.
- All staff will use a clear directive of "Can I have your attention please?" across school, when they want children to stop working or playing. Children will remove everything from their hands and look at the staff member ready to listen.
- We will work with Parents/carers, other schools, agencies and the LA to support Positive Behaviours.

WHOLE SCHOOL GOLDEN RULES

1. Do follow instructions.
2. Do walk in school.
3. Do follow the Speaking and listening rules.
4. Do be kind and helpful to everyone.
5. Do take care of our school.

SCHOOL ENVIRONMENT

We have designed the school to be as safe as is practically possible.

- Areas have been designed to promote good behaviour and work habits as well as encourage responsibility and collective ownership.
- Main Entrance & Reception, celebrating the strengths of the school with Awards, Trophies, Posters, Photographs and Displays. Comfortable seating.
- All classrooms are designed with the Health & Safety of the pupils and staff paramount. All windows have external bars that prevent full window opening.
- A high classroom door handle has been introduced at the top of the doors in Foundation Stage to prevent small children from running out. Children must never be left unsupervised inside a classroom with a closed door.
- Entrance and exit doors to the playground at KS1 and KS2 have appropriate locks to keep the doors secure and minimise the risk of pupils running out of the building.
- An electronic button and lock have been fitted to the main reception area door and this can also be controlled by an internal mechanism in the main office. Identified staff have security access fobs to enter the building safely.
- Dining Room offering a high quality eating environment that promotes adult-style attitudes and encourages good social interaction during mealtimes. A 'Golden Table' is provided for pupils who show exemplary behaviour at the end of each week.
- A large separate hard-surface outside play area with a good-sized field.
- Access to the all weather pitch with adult supervision only.
- Colour spots upon the yard to support lining up behaviour.
- Classes organized into colour team groups to promote collaboration and team work across year groups.
- A large Main Hall and stage area providing good quality PE, Games, Sports and Dance facility providing a full range of opportunities for Education, Study Support and Community Projects.
- A developing creative Curriculum acknowledging and providing for the wide range of learning styles within the school.
- A display wall (WOW wall) that celebrates and displays pupil efforts.

CARE PLANS

Where children behave in ways that might put other pupils or staff at risk, or where their behaviours may be unacceptable within a social community, staff may need to make an individual risk assessment / care plan.

This Care Plan needs to contain as much information as possible so that staff can understand what might be the antecedents or triggers to the different behaviours.

This can be one of the most valuable tools available and should be regularly up-dated and shared with those staff who work with the child. By knowing what a child's special educational needs are, what interests or upsets them and what has prompted such behaviours previously, staff can learn to steer the situation towards rewarding good behaviours rather than responding negatively to undesirable behaviours.

CARE TEAM

Staff can share their concerns, knowledge and understanding about individual pupils with the PSA/Learning Mentor and HLTA who will meet regularly with the HT. Half termly team meetings will also have an agenda focus upon identified learners who are displaying some difficulties. In this way we can all support where a particular approach is working, or not, by maintaining consistency. Concerns are also identified within regular team meetings.

A small support room is available after break and lunch times for members of the Care Team to deal with any conflict between pupils that may be carried over into classroom situations. Time will be given to discuss issues with the child in an attempt to de-escalate the situation.

The PSA and HLTA also provide opportunities for 'meet and greet' for identified pupils and parent/carers at the beginning and end of the school day.

SCHOOL COUNCIL

We have an established School Council made up from a number of pupils in every KS2 class. This is run by the School Council co-ordinator and it has a high profile in the school. There is a meeting each week where school issues are discussed and any concerns or needs can be taken to the head teacher if necessary.

The School Council has a budget of £200.00 per year to spend in supporting pupil issues.

FRIENDSHIP COUNCIL

We have a well established Friendship Council made up from a number of pupils in Y5 and Y6 cohorts. This is supported and facilitated by a number of trained adults, including the PHSE Co. There is a weekly meeting to discuss issues and concerns raised by other pupils across the school.

The council also act as peer mediators to deal with conflict between pupils, offering support and guidance where needed. Their work also includes providing friendship and comfort to pupils.

CREATIVITY, INNOVATION, EVOLUTION, UNDERSTANDING

Other ways of rewarding good behaviours are constantly considered for whole school, class, or individual.

There is a strong belief in rewarding appropriate behaviour and best efforts. Emphasis is placed on children achieving expectations rather than on negative responses.

REWARDS

- A smile
- A positive comment from an adult
- Superstar token
- Stickers/stamps
- Colour group award
- Certificate/ award presentation in the weekly achievement assembly
- Message to parents/carers - including postcards and letters sent home

LUNCHTIME REWARDS

- Positive praise
- Special stickers
- Superstar awards
- 1 pupil from each year group is selected each week by outdoor midday supervisors to dine at the Golden Table at the end of the week, plus 1 pupil each selected by the playleader, dining hall MDSA and serving hatch staff = 10

GOLDEN TIME

Because young children tend to find it difficult to look forward to long-term rewards, the use of Praise is the immediate reward in all situations. To help pupils see the longer-term benefits of good citizenship we have devised and set up a Reward structure that acknowledges good behaviours, attitudes and work ethics by having a short period at the end of each week where all children who deserve it can choose from a range of activities at the beginning of each week within the classroom or school. Positive behaviour will earn time.

It is expected that the activities have a learning value both academically and socially, and can include games, computers, Art, Sport etc in their own classroom or with pupils in other classrooms, or the school and Settlement Sports Halls.

Children earn their Golden Time and all or part of this time can be withdrawn to complete work or make up for lost time due to unacceptable behaviour.

RAISING ACHIEVEMENT ASSEMBLY

Our School has developed part of a weekly Assembly where pupils from every class is celebrated.

During the Assembly special certificates are awarded each week :
Certificates can be awarded for effort, attitude, behaviour and work.

Certificates can be awarded by the class teacher to an individual
Certificates can be awarded by the class to an individual

ATTENDANCE: For the class with the highest attendance during the week.
A large class medal is awarded to the class with the tidiest class of the week.
A uniform is awarded for the class who have worn uniform all week and names are drawn from the box in assembly.

Pupils who have dined on the 'Golden Table' each Friday are also recognised within this assembly.

TOKEN REWARD SYSTEM -

We operate a Superstars Reward System, which rewards good work and positive behaviours with different coloured tokens each week. Children put their names on the backs of the tokens and place them into a class container.

Representatives from each class randomly select a token from the container and read the pupil's name on the back of the Superstar token. The 'winning' pupil can select a prize from a varied selection at the front of the hall.

COLOUR GROUP SYSTEM

- The whole school is divided into four Family Groups called Colour Groups. Each group has a full cross-section of children from the whole school.
- Each class has a colour record table which lasts half termly.
- On the last day of the week there is a Colour Group Assembly which recognises and rewards the colour group who have tried their best all week.

UNACCEPTABLE BEHAVIOUR

Approaches will include: -

- Helping children learn that certain behaviours are unacceptable or inappropriate depending on the circumstances.
- Praising and/or rewarding good behaviours.
- De-escalating the situation using the range of approaches adopted in the school.
- Helping children to manage their own behaviour.
- Enabling children to make the right choices.
- Supervised withdrawal from activity.
- Restricted activities - Small Scale e.g. missing a treat (the order of restricted/supervised depends on the circumstances)
- Restricted activities - Large Scale e.g. no treat or no football/outings - (all situations depending on circumstances)
- Working through part or all of 'Golden Time'

Further information regarding strategies and approaches are to be found in the Team Teach handbooks .

*It must be remembered that a minute or two is a long time for a child and can be more effective than a longer time out of a learning activity, game or play. The accepted approach is to impose 1 minute for the first offence and add extra minutes for non-co-operation, repeated offences or escalation. As soon as the time becomes non-retrievable for the child, then they know it isn't worth bothering any more. By being able to negotiate time against behaviour and apology / remorse we can have a greater control of both the short-term and long-term outcomes.

Obviously a more serious offence would normally equate with a longer time out, but could still be redeemable by the child fully realising the situation and making appropriate amendments.

Stages of behaviour

Stage 1

Minor inattentiveness

Distracting others

Off task and not working

Unkind remarks

Inappropriate talking

Not following instructions given.

- Reminder of rules
- Peer praise
- Verbal warning given

Stage 2

Repeated offences

- Recorded warning (CPOMS/log books)
- Time out in class for a short period within a designated area

Stage 3

Inappropriate language/name calling

Swearing at another child.

Verbal or racial abuse

Refusal to comply

Back answering an adult

- Recorded warning (CPOMS/log books)
- Time out in class
- Time out in partner classroom
- Playtime sanction - logged in sanction book
- Abusive language slip sent home (orange)

Stage 4

Throwing objects

Swearing at an adult.

Misuse of equipment

Leaving the classroom without permission

Spitting

Arguing aggressively with peers

- Learning Mentor informed
- DHT/HT notified.
- Parents/carers notified.
- Incident recorded on incident sheet to go home (purple)
- Withdrawal of specific privileges.
- Withdrawal from class for a period of time.

WHERE PHYSICAL INTERVENTION IS USED BY AN ADULT/S A SERIOUS INCIDENT FORM MUST BE COMPLETED

Stage 5

Leaving school without permission

Threatening an adult.

Fighting with another child

Damage to school property

- Learning mentor informed
- DHT/HT notified.
- Parents/carers notified.
- HT/DHT or PSA to meet with parents/carers.
- Incident recorded on incident sheet to go home
- Team Teach restraint used to break up a fight
- Isolation
- Withdrawal of privileges.

WHERE PHYSICAL INTERVENTION IS USED BY AN ADULT/S A SERIOUS INCIDENT FORM MUST BE COMPLETED

Stage 6

Assault on adult

Deliberate violence to another child

- Fixed term exclusion

Stage 7

Repeated violent offences against adults and other pupils will lead to a **Permanent Exclusion as agreed with Governing Body**

Outdoor Behaviour

Stage 1

Name calling to other pupils

Swearing

Not following adult instructions

- Verbal warning given
- Reminder of rules

Stage 2

Repeated offences

- Short period of time on the wall

Stage 3

Being verbally abusive to other children or staff

Being physically abusive to other pupils.

Refusal to follow adult instructions.

- Blue slip is completed and given to class teacher who informs HT & Learning Mentor

Stage 4

Fighting with another child

Threats of violence to staff

- Senior member of staff to be sent for immediately
- HT informs parents/carers
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Persistent lunch time offenders will be asked to go home for dinners or face a fixed term exclusion depending upon the nature of the incident.

SERIOUS INCIDENT

A SERIOUS INCIDENT is one where a child has needed a physical response by a member of staff as a last resort after every other approach was used, and where the child was in danger of hurting someone or damaging property. A SERIOUS INCIDENT is also where a child has caused unacceptable hurt or damage to a person or property before an adult could intervene. Where a serious incident occurs, or where an incident requires physical intervention then a SERIOUS INCIDENT REPORT must be completed by the supporting adult. A copy must be given to the parent/carer and HT for records.

There must always be a de-briefing for the child in order to learn from any mistakes and the intervention process.

This report must be completed within 24 hours by supporting adults.

A copy will be sent to parents at the earliest opportunity with the supporting letter for the parents signature.

The original must be put in the Head Teacher's office.

OFFENSIVE LANGUAGE REPORT

Where a child causes serious offence by using unacceptable language, then an orange Offensive Language Report should be filled in and a photocopy sent home. The original must be put in the Headteacher's office.

BREAK TIME SANCTION

Where children reach **Stage 3** within the unacceptable behaviour process, a playtime sanction will be issued directly within the same school day if the incident occurs before 10.30. Any classroom incidents that reach **Stage 3** after that time, the playtime sanction must be carried over to the next school day only.

The pupil name and incident that has led to the sanction must be recorded in their class Sanction book by the teacher giving the sanction. The record books will be gathered in monthly by the learning Mentor/HT to enable close monitoring of pupil behaviour.

Pupils must bring the book to sanction. Sanction will take place in the hall with a designated member of staff who will supervise and provide some opportunities to talk to pupils about their behaviour and strategies for improvement.

PHYSICAL INTERVENTION

Following guidance from Circular 10/98 schools have clear guidelines on when physical intervention may be used.

We believe this should be a last resort and following every possible de-escalation technique. We have been able to reduce the number of incidents requiring Physical Intervention to the current situation where we believe that all the challenging behaviours within our school can be resolved through other means.

Any physical intervention will be graded and offer appropriate opportunities for de-escalation throughout. All staff will be trained and rehearsed in managing conflict and aggressive behaviour, including physical intervention where absolutely necessary. Training will be provided on a regular basis. Approaches will be reviewed in the light of Government & LA recommendations and amended where appropriate.

Only staff/carers who have received appropriate training are allowed to use physical intervention and such intervention must be within the guidelines of that training and Circular 10/98. The Head Teacher will exercise his discretion in nominating people (other than Teachers) who are allowed to use physical intervention.

Additional guidance on Physical Intervention is given to every member of staff who has completed the Team Teach training.

Following every Physical Intervention a **SERIOUS INCIDENT REPORT** must be completed (see above)

EMERGENCY CLASSROOM SUPPORT

Due to the challenging nature of some of our children we have established routines to support each other where necessary. The use of a 'RED TRIANGLE' system will be used.

Where a situation has escalated to the extent that further support is required, the options are:

1. to send for a supportive adult in the school who may have a particular relationship or understanding with the child(ren) needing help.
2. to send for any supportive adult from a nearby classroom.
3. to move the rest of the class or group out and into another area.

EXCLUSIONS vs. ENLISTING FAMILY SUPPORT

If there is a serious breach of the School Code of Conduct, or where the Health & Safety of pupils or staff is at risk, then the Head Teacher may decide to use an exclusion when all other avenues have been explored.

In most situations where behaviour has reached beyond acceptable and operable levels we would rather enlist the help and support of the family so that we can work together to support the child towards learning more acceptable behaviours.

As a last resort (such as a Health & Safety risk due to staff absence) this may be managed as follows:

1. The child concerned will be sent or taken home as soon as is practically possible after the incident. This can only be agreed by the Head Teacher, or in his absence, the next most senior teacher.
2. A fixed-term exclusion must be reported using the proformas held in the Head Teacher's office
3. The child will be invited back into school after the fixed term exclusion with his/her parents.
4. A meeting will take place with the family and the Head Teacher.
5. The Home-School-Child Agreement and/or an Incident Reflection Report is completed and signed by all.

Where these approaches break down or don't work effectively, then the Chair of Governors will be informed and may be requested to contact the parents and carers of the child involved.

Policy on Physical Contact (see also Continence Policy)

Because of the nature of many children in our care, their age maturity and backgrounds, we endeavour to support children in a variety of different ways.

We wish to help children feel wanted and valued at all times in the school.

Many of our children either do not understand, or are still learning to understand the appropriateness of physical contact. Children look to us for approval and are testing out responses all the time.

It is often appropriate for children to be given some physical contact and comfort, but this must always be offered with the following caution:

1. Always ensure there are other adults or responsible children around.
2. Never show favour to individual children.
3. Never touch a child in the area between the waist and mid thigh or near the chest.**
4. Never touch a child in a way that could be mis-interpreted as being anything other than friendly appropriate adult-child support.
5. Where a child tries to get closer than appropriate, the message should always be along the lines of, "I like you and I enjoy being with you, but I would rather you held my hand like this".
6. Some very active children sometimes calm down and focus on a lesson when having a gentle stroke on the back of the neck. In this case such a support mechanism must be written into the child's Care Plan.
7. Cuddles should be short and side by side.
8. Never kiss a child, and do not encourage children to kiss adults other than their parents.
9. A child should only sit on an adult's knee for a short time and for a specific reason such as following an injury, or sadness and not too close to the body. If a child may need to sit on a member of staff's knee for longer term support, this must be written into the child's Care Plan.
10. Tickles are not encouraged.
11. For children within Foundation Stage, appropriate relationships are still being established, and there is a greater need for a more nurturing environment where it may be more appropriate for closer physical contact during some activities. The above cautions still apply, except that sitting on a knee, or longer cuddles may be more acceptable until the child is established and confident in school.
12. Where children require help with changing or toileting, the dignity of the child must be maintained at all times. Great care must be taken to ensure that all physical contact is specifically and only for the purpose of the operation being carried out.

****Exceptions would be made in a physical Intervention using only Team Teach approaches with trained staff.**

Appropriate touches include:

- Hand shakes
- Shoulder hugs
- Linked arms
- Holding hands during playtimes or outings
- Guiding children using "Caring Hands"
- Team Teach approaches for trained staff only

Children's response to touch

Staff must always be aware that all children interpret and react to touch in different ways. Some children are over-demonstrative and try to demand a great deal of affection and physical contact, whilst others shy away from or have a dislike of physical contact. We must never assume that a child will accept a touch that is meant as a friendly gesture.

There may be children in our care who have backgrounds where there has been inappropriate physical contact, or even emotional, physical or sexual abuse. These children will be confused about adult-child contact and will need very sensitive support and care. Wherever there is physical contact, this must be seriously considered.

Child Protection

Wherever a member of staff feels uncomfortable about the way in which a child is using or abusing physical contact, this must be immediately discussed with a Senior member of staff and recorded on a Cause for Concern form. This may need to be taken further into the Child Protection arena.

Further details are available from the school Nominated Teacher (Julie Sutton) and from the South Tees CHILD PROTECTION PROCEDURES (Copies held in Staff Room and Head Teacher's Room).

Staff must be careful not to make a child feel rejected if they have been over-demonstrative physically. Refer to No. 5 above.

Where children make impulsive emotional approaches such as "I love you", never reject or let down, but always respond positively by such as, "That must mean that you like me a lot, and I like you as well. I am especially pleased with you when you do your best work...". If this type of approach becomes inappropriate, or regular, seek advice from a senior member of staff.

Always make a mental 'Risk assessment' before physical contact.

BULLYING PREVENTION POLICY

INTRODUCTION

Newport School is committed to providing a caring and supportive environment for all children. This commitment is made explicit in our school mission statement which details individual rights within school.

We aim to:

- Prevent bullying in this school
- Ensure that all staff, parents, pupils and governors are aware that bullying is viewed seriously
- Provide an environment which is safe and caring
- Provide challenges which are non-threatening
- Encourage children to feel secure
- Value children's opinions and involve them where appropriate in determining policy and rules.

In order to fulfil these aims we will adopt strategies which ensure that when bullying is suspected or alleged the victim can expect:

- that they will be listened to in an appropriate setting and that every effort will be made to establish facts
- that appropriate action will be taken to address the concerns
- that the action intended to be taken will be made clear to the child, and if appropriate, the child's parents.

Similarly, a pupil suspected of bullying another child is entitled to expect;

- to be listened to in an appropriate setting and that every effort will be made to establish facts.
- to be informed about the action the school can take.
- to be informed about the action the school intends to take.

APPROACH

Within the school's caring and supportive environment we are seeking to develop the whole child.

We have a range of approaches to reinforce good behaviour within the school.

We are developing approaches to encourage citizenship within a curriculum for Personal and Social Education. This will include spiritual and moral elements and will be our main vehicle for the teaching of values which respect the worth of the individual. Teaching and learning styles will also reflect the value we place on the individual.

Opportunities for children to explore difficulties will be built in to curriculum time and the structure of the school allows children to speak to staff in private if they wish.

Pupils are actively encouraged to share their feelings, concerns or worries with their parents or carers, in the knowledge that open communication between home and school will combat bullying.

Pupils are also encouraged to share their concerns with other pupils.

Friendship Helpers and Friendship Council members

ACTION

Where bullying is suspected, or where an allegation has been made, the victim will be given time and space to talk to an adult in a safe and friendly place. Every effort will be made to establish facts. The child's feelings will be explored, as will ways of managing and overcoming bullying.

A similar process will be undertaken with the perpetrator(s).

Outcomes and action will be monitored by the Learning Mentor/PSA

All members of staff are available as a resource for children.

Where there is any evidence that a bullying incident is not being remedied, or where it may be serious, then it must be reported to the Headteacher or Deputy Head teacher or Learning Mentor/PSA who will monitor or take over the problem.

Contact with the home will normally be through the leadership team or PSA.

This policy and procedures will be reviewed annually.