

## Newtown Linford Primary School Behaviour/Respect Policy

### Aims

At NLPS Primary School, it is our aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management for pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Our school has high expectations of pupils' conduct and behaviour so that behaviour does not normally disrupt teaching, learning and school routines. Children should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour.

### Definitions

At NLPS Primary School, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Breach of the academy rules
- Violent conduct
- Poor social behaviour

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

### Roles and responsibilities

**The Headteacher is responsible for:**

- Reviewing and approving this behaviour policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**School Staff All staff are responsible for:**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Impose relevant sanctions according to the nature of the incident
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

**Parents and Carers Parents and carers, where possible, should:**

- Get to know the behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the teacher/tutor promptly
- Take part in any pastoral work following misbehaviour
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

**Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with explicit teaching on attitudes and dispositions for learning and will be supported to develop an understanding of the school's behaviour policy and wider culture.

### **Behaviour curriculum**

At NLPS Primary School, strong behaviour systems are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons, we expect:

- Teachers to know their pupils and their learning needs well
- Pupils to be happy and secure, and able to experience a sense of achievement every day
- The curriculum to be ambitious
- Teachers plan and deliver well planned lessons
- All staff to explicitly teach attitudes to learning
- Use of positive framing
- Recognition of achievement in all senses and reward
- A culture of high expectation
- That everyone is included, and all needs are met
- That the environment is well organised, inviting and stimulating
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively
- Routines are simple and consistently used

It is, however, not just about behaviour in our classrooms. We expect positive behaviour at all points of the school day. For behaviour outside of lessons, we expect all learners to:

- Be proud to be part of their community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the school community
- Walk calmly but purposefully around the school following the movement structures that have implemented, respecting other people's physical space
- Talk politely using developed language and not shout out
- Actively engage with staff and visitors- good morning and good afternoon is the standard response that should be expected

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

### Mobile Phones

At primary age, pupils are not expected to be bringing mobile phones onto school site during the day. If they have brought it into school, the mobile phone should be handed to the school office. For safeguarding reasons, mobile phones should not be kept in children's bags or pockets.

### Newtown Linford Primary School - School Rules

#### Ready



**Ready** to learn and participate in school life.

#### Respectful



**Respectful** of individual differences, and the environment we learn in.

#### Safe



**Safe** in our actions and behaviours towards ourselves and others.

The school rules are launched annually with the children and parents at the start of each new school year.

### Learning Behaviours

We use the acronym S.T.A.R (sitting up, tracking speaker, answering questions and respect) to illustrate how to achieve excellence in learning behaviours.



#### Aspects of behaviour are frequently covered during:

- Assemblies
- Circle Time
- PSHE
- School Council meetings

Individual children are rewarded with certificates during our "celebration" assembly each week for demonstrating our school values.

This approach encourages a positive atmosphere as adults and children recognise the good behaviour and positive learning traits of individuals. Any groups of children etc can be praised during this assembly too.

To further enhance the positive approach towards behaviour, children work in class to achieve Dojo's (for individual rewards), class rewards (for whole class rewards) and receive stars to recognise when they have achieved a certain number of Dojos.

The encouragement of good behaviour, self-discipline and the care of our school and those in it is a constant aspiration of those who work and learn at NLPS Primary School. We work towards our goal through the following policies (in addition to those mentioned earlier in this document):

- Anti-racism
- Bullying
- Equal Opportunities

#### **Resources to develop Good Behaviour**

- School Rules
- Learning Behaviours
- School Council
- Weekly Headteacher award certificates
- Use of class dojo and stickers
- Communication between home and school
- Teacher/Parent monitoring to help a child improve behaviour
- Weekly Personal and Social Education (Circle Time)
- Adaptive Teaching Records

Children work towards achieving Bronze, Silver & Gold metal badges which they wear on their school uniform. Children receive dojos from all adults within school for following the School Rules and for working hard or producing quality work. These are recorded electronically via the classes' interactive white board.

Whole school rewards- House system



Each pupil in the school will be allocated to a house- colours from our school logo

**Blue**- River Lin

**Red**- Lady Jane

**Yellow**- Woodland

**Green**- Fallow Deer

Each house will have a year 6 house captain

#### **Consequences**

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

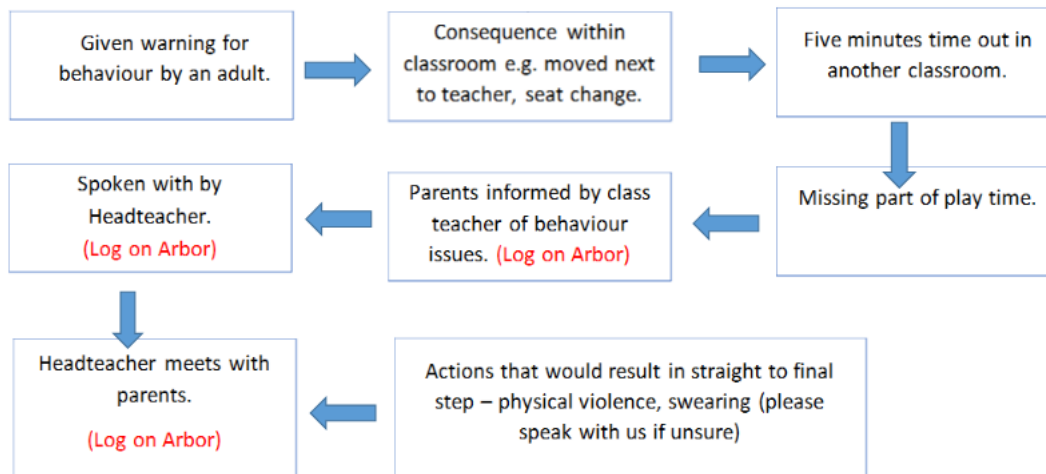
#### **Newtown Linford Primary School Consequences Chart**

On the rare occasion of poor behaviour at Newtown Linford step one will be used. If poor behaviour continues the steps will be taken in this order.



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### Sanctions used for unacceptable behaviour when sent to the Headteacher – All to be recorded on Arbor)

- Discussion about the reasons for misbehaving and reminder of choices they can make (Recorded on Arbor)
- Discussion with parents (phone) to be handled by class teacher (Recorded on Arbor)
- Formal meeting with parents for serious misbehaviour (Recorded on Arbor)
- Once three formal meetings have occurred, if there is no improvement in their behaviour then we will consider a fixed term or permanent exclusion
- Teachers will log unacceptable behaviour and keep accurate records using Arbor to enable them to report it to the headteacher and parents (as and when needed)
- Any violence towards a member of staff will result in a fixed term exclusion, swiftly followed by a meeting with the child's parents and the appropriate staff.

### Lunchtimes

- At lunchtime, all staff will use the agreed behaviour management systems mentioned in this document.
- In order to quieten down the children in the hall, it is acknowledged that 'nonverbal' methods such as holding hand in the air to alert the children are more successful than shouting.
- Teaching staff and the Headteacher will also try to maintain a presence in the hall and support our lunchtime staff with the management of behaviour. For children who are persistently misbehaving at lunchtime, please use the 'Classroom Sanctions' and inform the class teacher.

### Exceptional Circumstances

- If behavioural issues continue to be a problem with children at lunchtimes and the school gets to the point whereby all reasonable opportunities have been exhausted, parents will be required to collect their child for the lunchtime period.

- If a child attempts to strike/strikes an adult in school, the parents of the child will be contacted and the child will not go back into the classroom. Parents will need to meet with the class teacher and the head teacher to discuss the situation.
- A temporary fixed term exclusion will be used if a pupil does strike an adult and in other serious circumstances such as violence or abusive language.
- Work will need to be provided by the School (class teacher) if temporary fixed term exclusion is used.

Our school is a safe and caring environment, but like all schools we sometimes have to deal with bullying and harassment.

We will do our utmost to prevent and deal effectively with bullying with support from our governors and parents. (Anti-bullying policy)

Children usually tell someone at home first. Please let us know if you are worried about your child so that we can help.

The Headteacher is the co-ordinator of Behaviour and is responsible for the listed resources.

### **Child on Child Abuse**

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond.

Our school recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child will not be tolerated or passed off as part of “banter” or “growing up” and we understand that nonrecognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

### **At NLPS Primary School, bullying is defined as:**

Bullying is defined as **behaviour by an individual or group, repeated over time, that intentionally hurts another person either physically or emotionally**. While bullying is typically repetitive, one-off incidents

can also cause significant harm and will be addressed appropriately. Bullying may occur face-to-face, through third parties, or via digital platforms and social media.

### **Forms of bullying:**

- **Physical:** Kicking, hitting, pushing, damaging belongings, sexual violence, initiation/hazing type behaviours.
- **Verbal:** Name-calling, mocking, threats, offensive comments, sexual harassment.
- **Relational:** Exclusion, deliberate ignoring, gossiping, spreading rumours.
- **Cyberbullying:** Abusive messages, images or videos, impersonation, online harassment, misuse of AI-generated content, deep fakes, aggravated sexting, upskirting.

### **Procedure for handling allegations**

School should be a positive and safe environment where bullying or physical threats or abuse and intimidation are not tolerated

1. An appropriate member of staff (usually the class teacher) will investigate the allegation promptly and sensitively.
2. Actions will be taken in line with the school's Behaviour Policy.
3. The victim will be reassured and offered support.
4. A record of the incident will be kept, and parents/carers of all parties will be informed.
5. The Senior Leadership Team (SLT) will be notified.
6. If appropriate, a meeting will be held with the bully's parents/carers and a member of SLT to agree on strategies for improvement.
7. Staff will be informed to monitor and support the situation.
8. In extreme cases, exclusion may be considered.

### **Response to Allegations**

- Ensuring the victim is safe and feels supported.
- Listening to all perspectives, including the victim, the perpetrator, and witnesses.
- Helping the perpetrator understand the impact of their actions and take responsibility.
- Reinforcing that bullying is unacceptable and will be addressed.
- Using risk assessments and behaviour plans where necessary.
- Demonstrating to the school community that bullying is taken seriously.

### **Searching, Screening and Confiscation**

Any prohibited items (see below) found in a pupil's possession will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Prohibited items:

- Knives or weapons
- Alcohol



- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Responding to Misbehaviour from Pupils with SEND Recognising the Impact of SEND on Behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjustment of seating plans
- Use of physical resources

### **Adapting Sanctions for Pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, the school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meeting
- Regular reviews with parents/carers
- Behaviour Support Plan

### **Pupil Transition Inducting Incoming Pupils**

The school will support incoming pupils, who arrive mid-year, to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

### **Preparing Outgoing Pupils for Transition**

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure that all information and strategies used to support a pupil are passed on.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

As part of our ongoing professional development, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour