

# Newlands Primary School Behaviour Policy



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Review Due:	September 2021
<b>Name of Responsible Manager</b> Executive Headteacher: <b>Mr S Atkinson</b> Head of School: <b>Mr D Bailey</b>	

## Rationale

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

*“Curriculum for Excellence cannot be delivered without good relationships and positive behaviour”*

*“Health and wellbeing across learning is a responsibility for all. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom and the wider learning community. Underpinning this is the emotional health and wellbeing of staff.”*

Building Curriculum for Excellence through positive relationships and behaviour  
(28 June 2010)

At Newlands Primary school we are committed to improving relationships and behaviour within school

At Newlands we aim:

- To provide a happy, secure, inclusive, caring environment, where all feel valued
- To celebrate all success
- To ensure that each individual realises their full potential
- To provide inclusive support systems which promote personal, social and emotional development

Our agreed aims which are crucial to the success of this policy are:

- To be consistent with how we carry out our approaches to behaviour and relationships. Approaches should be mirrored throughout the school.
- To treat children fairly, but not the same, considering individual needs and challenges
- To communicate well as professionals to support the children in our school.
- To build strong relationships between adults and pupils, pupils and pupils, adults and adults
- To have high and attainable expectations
- To ensure our approaches to behaviour and relationships are meaningful and positive

Our policy is underpinned by our whole school values:

**RESPECT**

*Responsibility, Empathy, Success, Perseverance, Enthusiasm, Creativity, Teamwork*

*– Poster should be displayed in all classrooms.*

Our school rules are:

**Be Ready**

**Be Respectful**

**Be Safe**

*Poster to be displayed and referred to in all classrooms*

**Rights, Responsibilities and Expectations**

At Newlands Primary School, we all have the right to feel safe, happy and respected. This applies to every member of our school community – children, teachers, support staff, school management, parents and visitors to our school. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour at Newlands.

**Responsibilities:**

**To demonstrate an understanding of the school's values children should:**

- Follow school expectations
- Ask for help when unsure.
- Show respect and consideration of others and their property.
- Show good listening.
- Wear school uniform.
- Line up calmly and quietly.
- Behave well when travelling to and from school and on school trips. Recognise that the school is part of the wider community.
- Show respect to all school staff and visitors.
- Show respect for the school building and facilities.
- Tell the truth.
- Behave sensibly at lesson changes e.g. assembly, breaks and lunchtimes.

### **Teachers should:**

- Escort classes around the school including on to the playground
- Treat pupils as individuals, get to know pupils and respect them.
- Use restorative approaches to resolve situations of conflict and provide meaningful solutions for all.
- Be consistent in use of rewards and sanctions.
- Praise children's positive behaviour
- Ensure the curriculum is inclusive, and try to make sure all needs are met within lessons.
- Have well prepared lessons which are personalised, relevant and engaging.
- Engage with all children, even if not in own class.
- Keeps specialist staffs or any staff covering their class aware of any behavioural characteristics of pupils.
- Show good active listening. Ensure all parties have the opportunity to express themselves, listen to what has been said.
- Engage with parents / carers in order to share positive information about behaviour and to elicit support in improving behaviour.
- Use a sense of humour.
- Realise that success does not always come instantly.
- Be democratic and consultative, find out what works for your pupils, ensure they have ownership e.g. sharing class expectations
- Be reflective and alter strategies if others are not working.

### **SLT should model and promote school values. Team members will:**

- Visit classes to support behaviour.
- Track behaviour and support those children who are consistently presenting challenging behaviour.
- Ensure staff are aware of any specific information relating to pupils and try to include staff in relevant meetings regarding pupils.
- Contact parents / carers in order to share positive information about behaviour and to envisage support in improving behaviour.
- Praise children's behaviour.
- Issue meaningful consequences when required.
- Ensure positive behaviour is recognised through celebrating achievement e.g. reward assemblies.
- Support restorative practice, through mediating and providing staff with support so they can carry out restorative interventions.

### **Support staff / Playground supervisors should:**

- Ensure they circulate the playground within designated areas. Keep pupils with specific needs in view and supervise all areas.
- Intervene quickly and calmly. Have restorative conversations with pupils prior to use of sanctions
- Be consistent in the use of rewards and sanctions.
- Keep teachers aware of specific behavioural information, this could be from the playground.
- Engage with children and get to know them.
- Show good active listening.
- Ensure all parties have the opportunity to express themselves, listen to what has been said.
- Ensure they arrive for duties on time.

## **Parents / Carers should:**

- Ensure their child arrives to school on time.
- Ensure that their child is wearing the correct school uniform every day.
- Try to ensure your child has the necessary equipment for school-P.E. kit and appropriate outdoor wear.
- Ensure that their child has something to eat and drink before school.
- Attend any scheduled meetings regarding their child e.g. Parent/ carer consultations, individual meetings.
- Work with the school to resolve issues.
- Contact the school whenever there is a problem, so that it can be sorted quickly.
- Contact the school if there is anything we need to know which could affect the child's learning /behaviour.

## **Our Approach to Relationships and Behaviour**

We value the effort pupils put into demonstrating good behaviour and developing good relationships. On occasions we do have to deal with behaviour that does not meet our agreed expectations and we do this in two ways.

Firstly, we use a restorative approach to deal with conflict in order to find meaningful, positive solutions for all involved.

Secondly, if this approach is unsuccessful we have agreed consequences which can be used to support the child in learning about good behaviour.

Each aspect of our behaviour / relationships approach is detailed as follows:

### **Restorative approach**

#### **Background**

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well- rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm caused. This is like applying a sticking plaster to the problem. When third parties i.e. teachers deal with conflict the outcomes are superficial punishments whilst underlying issues remain unaddressed. Like a plaster on a dirty wound seals the infection, punitive approaches to conflict seal in the harm within the relationship which will reoccur in subsequent behaviour.

## Shifting responsibility to the pupil

By placing the responsibility for conflict resolution back onto the child they will be in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into schools can not only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all students must tell the truth and own up to what they have done. Then the approach differs in the following respects:

A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

Traditional		Restorative	
What's happened?		What's happened?	
Who's to blame?	becomes	→	Who's been harmed and in what way?
How should we punish them?	becomes	→	What needs to happen in order to put things right and ensure that this never happens again?

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care

For most interventions the following script (Five Gateway Questions) will be used:

The Five Gateway Questions

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Additionally, where any mediation is to take place adults should ensure the following structure:

- Ask all parties if they wish to participate
- Thank all parties for participating

Explain rules / format

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if required)
- Be aware of any matters re Child Protection
- If young people do not follow rules or are still / become angry, stop mediation!

The following details the main interventions and how they should take place:

### **Restorative Conversations:**

This is the starting point for all restorative processes. The conversation will involve one to one dialogue. The role of the adult is to demonstrate good active listening helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves. The 'Gateway questions' can be used to guide the dialogue, however sometimes a less formal approach can have success. In this type of conversation, as with others e.g. mediation, it is important for the adults to demonstrate good listening and body language.

### **Peer and Adult Mediation:**

This intervention is used when 2 or more people believe the other person (s) may be the cause of the problem or has caused harm. The mediator should remain impartial; help both sides to consider the problem as a shared one that needs a joint solution. This can be undertaken by adults in school and by trained pupils acting as peer mediators. 'The Five Gateway Questions' will be used as a script to guide the process.

### **Problem Solving Circles:**

These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident.

### **Supporting Outstanding Behaviour for Learning at Newlands.**

Most children will at some point require support to ensure that good behaviour is habitual and valued as a vital skill that supports learning and leads to successful outcomes for all. It is important that all adults deal with behaviour concerns at the time that they occur. By addressing these concerns you reaffirm class and school expectations ensuring a consistent approach across the school. The outcome will be that children feel secure; they know that everybody expects the same and by consistently modelling and expecting good behaviour we show that this is important to everyone.

All Safeguarding concerns to be referred to designated safeguarding Leads- Clare Lawrence, Sam Atkinson, David Bailey, Debbie Farbrace, Leigh-Ann Hughes, Mrs K Ward, Mrs K lavender, Mr D Ball and Mrs J Mallett.



## **Behaviour Chart- Please see Appendix 1**

Children will be able to track their own behaviour via a visual chart on display in the classroom. This chart clearly outlines each behaviour with visual representation so that children are fully aware of the consequences of their actions.

**The chart is divided into five sections:**

- **Shooting star – exceptional behaviour**
- **Gold – outstanding behaviour**
- **Green – good behaviour**
- **Yellow – low level negative behaviour**
- **Red – more serious negative behaviour**

Each pupil will start the day on green and will be given a 'fresh start' at the beginning of each lesson. At Newlands we believe good behaviour should be rewarded and celebrated with others. Children will receive house points for staying on green. If a child reaches gold a slip will be sent home to parents so that their achievement can be shared. In exceptional cases a child may reach shooting star, this will be celebrated in golden assembly and the child will receive a prize.

If positive reinforcements are not successful and a child chooses a negative behaviour they will be moved to the appropriate section on the ladder. If the child is moved to yellow this will result in a ten-minute reflection. If a child is moved to red, a child will receive a lunchtime reflection. During reflection an adult will have a restorative conversation with the child in order for them to reflect on their choices. The child will fill in a yellow or red form, this will go home to parents so that they can support their child in making the correct choices and be fully informed about their child's behaviour. This will need to be signed by the parent and returned the next day.

## **Moving around the school:**

- Children should walk around the school at all times.
- Children need to move round the school on the left hand side of the corridor.
- When moving in groups children need to walk in single file.
- Children should move silently round the school.
- This should be enforced by class teachers and TA's

After lunch times and break times children are to be greeted promptly by their class teacher and be escorted back to class.

### **Lunchtime procedures:**

Expectations of behaviour should continue during lunchtimes and play times. MDMS can add children to the golden book. TA's and MDMS to have access to electronic devices in order to record behaviour incidents. This form will be emailed to class teacher and a member of SLT so that it can be dealt with on the same day. Restorative approaches must be used by staff at all times. If an incident occurs where a child must be removed from the playground they need to be brought to the reflection room by an adult.

### **Managed Moves:**

At times a child may not respond to restorative procedures. In this case it may be necessary to investigate a managed move in order to avoid further exclusions.

### **Part time timetables:**

All schools have a statutory duty to provide full time education for all pupils according to their age, aptitude and ability, taking into account any special needs.

DfE guidance states that in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a pupil's individual needs.

In these circumstances the school will follow the guidance for schools on the use of reduced timetables.

[https://www.kelsi.org.uk/\\_\\_data/assets/pdf\\_file/0019/74521/Guidance-for-Schools-on-the-Use-of-Reduced-Timetables.pdf](https://www.kelsi.org.uk/__data/assets/pdf_file/0019/74521/Guidance-for-Schools-on-the-Use-of-Reduced-Timetables.pdf)

### **Summary**

Our ultimate aim is that every member of our school community feels: safe, happy and valued. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.

## Amendment to Behaviour Policy

This addendum to the Behaviour Policy is for use during the arrangements for education of students in school during the Covid-19 pandemic. It is to be used in conjunction with, and read alongside, the Behaviour Management policy, E-safety and our Child Protection policy.

For pupils attending school;

- In addition to the established roles, responsibilities and expectations of school staff and pupils, the following expectations are in place and sanctions will be upheld.
- Staff and pupils will adhere to the social distancing requirements in place.
- Staff and pupils will take every precaution to reduce the risk of virus transmission by regularly washing hands, using hand sanitizer and keeping work areas clean, making use of the cleaning materials provided.
- Any incident of spitting will result in immediate exclusion from school for a period of up to 3 days. (including internal exclusions)
- Use of threatening, aggressive language and behaviours towards staff from either pupils or families will result in immediate exclusion from school for a period of up to 3 days. (including internal exclusions)

For pupils accessing remote learning;

- Staff and pupils will continue to implement the expectations of safe internet usage stated within the E-safety policy.
- Use of inappropriate language within the Google classroom will result on a telephone call home to discuss.
- Use of threatening, aggressive language and behaviours within the Google classroom towards staff from either pupils or families will result in immediate access denied and a requirement from parents/carers to collect a paper copy of work set from the office weekly.
- Any use of racist, homophobic, discriminatory, or bullying language/behaviour within the Google classroom will result in immediate access denied and a requirement from parents/carers to collect a paper copy of work set from the office weekly

APPENDIX 1 –Behaviour Chart

GOLD Behaviour

<p>Enthusiastic and keen to learn</p> <p>Responsibility</p> <p>success</p> <p>enthusiasm</p>	<p>Completing work with pride</p> <p>creativity</p> <p>Success</p> <p>perseverance</p>	<p>Extending own learning</p> <p>enthusiasm</p> <p>creativity</p> <p>perseverance</p>	<p>Being a role model to other children</p> <p>respect</p> <p>teamwork</p> <p>responsibility</p>	<p>Responding positively to difficult situations</p> <p>responsibility</p> <p>empathy</p>	<p>Helping others</p> <p>teamwork</p> <p>responsibility</p>
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GREEN Behaviour

<p>Focusing on tasks</p> <p>responsibility</p> <p>enthusiasm</p> <p>perseverance</p>	<p>Working well within a group</p> <p>creativity</p> <p>teamwork</p> <p>empathy</p>	<p>Taking care of self, others and equipment</p> <p>responsibility</p> <p>empathy</p>	<p>Moving sensibly around the school and being kind to others</p> <p>respect</p> <p>empathy</p>	<p>Being polite to adults and children</p> <p>empathy</p> <p>respect</p> <p>teamwork</p>	<p>Showing kindness and respect</p> <p>respect</p> <p>teamwork</p> <p>empathy</p>
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YELLOW Behaviour

<p>Continually off task</p> <p>enthusiasm</p> <p>perseverance</p> <p>responsibility</p>	<p>Being rough</p> <p>respect</p> <p>empathy</p> <p>responsibility</p>	<p>Interrupting learning or spoiling work</p> <p>enthusiasm</p> <p>perseverance</p> <p>success</p>	<p>Running or shouting in school</p> <p>respect</p> <p>responsibility</p>	<p>Being rude or dishonest</p> <p>respect</p> <p>responsibility</p>	<p>Ignoring instructions</p> <p>respect</p> <p>perseverance</p>
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RED Behaviour

<p>Swearing, rude language or shouting at an adult</p> <p>respect</p> <p>responsibility</p>	<p>Leaving the class or taking something without permission/</p> <p>Vandalism</p> <p>self-control, perseverance</p>	<p>Fighting and physical aggression</p> <p>perseverance, respect</p> <p>responsibility</p>	<p>Racist behaviour or hurtful intolerance</p> <p>responsibility</p> <p>respect</p>	<p>Bullying</p> <p>respect</p> <p>responsibility</p> <p>empathy</p>	<p>Being dishonest or refusing to have a reflective conversation</p> <p>responsibility</p> <p>enthusiasm</p>
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