



**Neroche Primary School**

**Behaviour Policy**

**January 2024**

*Interim agreement by the LGC - 29.1.2024*

## **Rationale**

This policy has been updated to be inclusive of current guidance from the Department for Education (DfE) Behaviour in Schools Advice for Headteachers and School Staff (September 2022)

Our policy is based on our commitment to enable children to feel safe and happy, to thrive at school and to learn how to make good choices around their behaviour and developing ability to form positive relationships with their peers and adults. We recognise that behaviour can be communicative as children struggle with big feelings and emotions and recognise our role in supporting children to process these safely and regulate appropriately. All adults are committed to show care and empathy towards children even when challenging poor behaviour and will take an emotional coaching approach where possible to support children to re-regulate and recognise the impact of their behaviour on others.

It is essential that schools are orderly places where children are supported to be safe, happy and learn without disruption. This is achieved via 6 main areas of focus.

- High expectations that are commonly understood and applied consistently
- Visible leaders that support staff to follow the policy
- Measures and interventions are in place to improve behaviour
- Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
- Bullying is not tolerated, and the environment is safe and respectful;
- Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

**At the heart of good behaviour in school is the home/school relationship. We ask parents to work with us to reinforce our expectations around high standards of behaviour and to support the school's approach in responding to instances of unacceptable behaviour.**

## **Our Aims**

At Neroche Primary School, we believe children should lead safe, happy lives where they are able to enjoy learning and display positive behaviours and attitudes. Therefore, as a school, we feel it is important to promote a caring and supportive environment that enables all members of our school community, to feel secure and respected and thereby encourage good behaviour in others. To promote good behaviour throughout the school, pupils and staff should have a clear and consistent understanding of what is expected of them.

All children will at some point make poor choices, but it is our intention that through this policy our children will be provided with clear guidelines on our behavioural expectations, as well as confidence in knowing that through their mistakes, they can learn to make amends

and make better decisions for themselves in the future. At Neroche Primary School pupils will be encouraged to develop self-discipline and to accept responsibility for their own actions.

We endeavour to create the conditions for an orderly and calm community, in which effective learning for all can take place; where there is mutual respect for all members of our community and our environment.

The school will not accept any behaviour of a prejudicial nature, by any member of the school community, whether child or adult.

The development of personal qualities, interpersonal skills and the fostering of socially acceptable behaviour is an integral part of our whole school curriculum, and these are continually promoted through our shared school values: **Shine Bright, Be the best that you can be** and **Show that you care** and our PSHE curriculum.

### **Positive Learning Behaviour**

We want all of our pupils to be able to learn in a classroom free from distraction and disruption. Children are supported to behave well in their lessons through positive reinforcement of good learning behaviours.

We have a simple and effective system for encouraging this good behaviour:

#### **STAR**

This stands for:

#### **Sit up and listen**

#### **Track the speaker**

#### **Articulate your answers clearly**

#### **Respond and respect others**

Children are introduced to STAR in assemblies and by class teachers who give time to practice these behaviours. At any time in a class, a teacher may request to see STAR and will expect children to immediately sit up and focus on the speaker. These actions will be rehearsed and repeated during class time so that children understand how important it is to demonstrate these effective learning behaviours.

We recognise positive behaviour in a number of ways. This involves a range of strategies including:

- Verbal praise for following our rules

- House points
- Sharing and publicising good work
- Wow moments shared with families on Tapestry
- Badges and certificates awarded in assemblies to recognise our core values
- Individual class awards may also be given.

### **Neroche Primary School Rules**

Our rules reflect our values and allow children to be praised for positive behaviour and reminded why other behaviours are unacceptable

<b>Neroche Rule</b>	<b>Relates to our value of:</b>	<b>Pupils will:</b>	<b>So that:</b>
Be ready to learn	<b>Shine Bright</b>	Try hard Show STAR Take pride in their work Be focused Be role models around school	Our pupils know that they have positive attitudes to learning and that it is cool to work hard and succeed
Be calm and respectful towards others	<b>Be the best that you can be</b>	Use good manners Tell the truth and be honest Treat others with kindness Take responsibility for actions	Pupils are polite and kind and contribute to a positive learning environment for others
Join in	<b>Be the best that you can be</b>	Throw themselves into activities enthusiastically and encourage others to join in as well	Pupils make the most of all aspects of school life and are willing to take risks and try something new
Care for each other, our school and the environment	<b>Show that you care</b>	Be helpful Keep classrooms tidy, put things away and look after equipment Encourage and praise other children for trying hard Show empathy for children who find things difficult	Our school community is a positive and happy place for all children.

		Be ready to share and take turns	
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**Discouraging unacceptable behaviour**

It is important to remember, before we resort to our consequences, that we ensure a child who has misbehaved, is given the opportunity to make amends and experience forgiveness through our emotion coaching and restorative justice techniques. The process should include the following: understanding what went wrong, the feelings of others, feeling sorry, problem solving to put things right, and learning for the future.

Leaders will ensure that expectations and consequences are applied consistently and fairly through: close monitoring of whole school behaviour, behaviour data collection via CPOMS, regular whole school behaviour learning walks, consistent and regular behaviour training for all staff members, and through ensuring regular reminding to children of the importance of high behaviour expectations (assemblies, PSHE lessons, positive praise for positive behaviours, referencing the school values and attributes, etc).

When pupils are not following the rules, they will be reminded why they are important

***At all times, it is important to criticise and target the behaviour and not the child.***

**Most incidents of poor behaviour can be dealt effectively by the class teacher.**

Teachers will give verbal warnings, explain why a pupil has received a warning and may ask pupils to move to a place in the classroom where they have fewer distractions, initiate a restorative conversation inside or outside of the classroom, or ask another adult to take a child out of the classroom to allow them to reregulate and prevent disruption to other children.

If teachers need to discuss a pupil’s repeated failure to display appropriate learning behaviours, a conversation might take place during break or lunchtime. However, we will take care to ensure that all children are able to have time away from the classroom and a break from learning – even if that is outside scheduled social times.

Thus, in the case of serious disruption a child may be asked to take their play or lunchtime breaks away from other children.

In more extreme cases, senior leaders and the Headteacher will become involved. If poor behaviour becomes a pattern or children are unable to meet our expectations, it may be necessary to refer to the Trust SENDCo and outside agencies may be consulted. Having time away from peers is not always a punishment but may provide some ‘cooling down time’. Children may be sent to an agreed partner class or area of the classroom where they will

reflect upon their behaviour and complete unfinished learning. No adult should accept more than two children at a time. A child should always be escorted by an adult.

Minor breaches of our code of conduct, where a teacher gives a warning or a reprimand and the child is able to correct their behaviour, are part of the normal life of a busy classroom and will not be recorded on CPOMs.

Behaviours that involve a consequence for example removal from a room or loss of a privilege will be recorded on CPOMs.

**Examples of unacceptable behaviour include:**

- Seriously disrupting the learning of others
- Rudeness to an adult
- Failure to respond to a reasonable request or instruction from an adult which it is clear the child has understood
- Damage to or misuse of school property
- Theft
- Swearing or use of discriminatory language
- Rough or dangerous play in the playground
- Threats to other pupils
- Violence towards other pupils and/or adults
- Bullying of or repeated unkindness to other children
- Using sexually inappropriate language
- Child on child sexual harassment

This is not an exhaustive list but a reflection of the kinds of behaviours that are not tolerated at Neroche.

If a child's behaviour is seriously disrupting the learning of other children or threatening their safety (e.g. fighting or throwing with the intent of hurting another child or adult) then a senior leadership team member (SLT) will be sent for immediately.

**Good Behaviour in the Playground**

Social time is very important to children's development. Not only does it allow them to decompress following learning episodes, it also is where they will develop their understanding of positive social behaviour and interaction, how to build good relationships and friendships and how to manage conflict. Where children find interaction in the playground too difficult, adults will work with them using emotion coaching and restorative justice techniques to help with their development so that in time this interaction can be added to their skill set and they can safely play and interact with others. This will involve role modelling and supportive language/ instruction.

## **Children with additional needs**

Some children with additional needs find it more difficult to regulate their behaviour. This may be due to social and emotional or mental health (SEMH) issues or as the result of a learning need. Consistent procedures should be followed for children with extreme behavioural difficulties who need to be removed from the classroom or who run from classrooms/school - for these children, risk assessments, positive handling plans (PHP) or behaviour plans will be put into place (IBP). An individual behaviour plan will clearly state the difficulties a child is experiencing, the goals for the plan and specific strategies to help the child to meet these goals. IBPs will be reviewed regularly at least every half term. These will be constructed by the SENDCo and class teacher jointly and parents will also be invited to contribute. If appropriate, the SENDCo may also initiate screening and assessments to identify or rule out a learning need which may be impacting on a child's ability to behave appropriately.

The outcome of any case deemed extreme, may be that a child may be excluded either for a fixed term or permanently, depending upon the severity.

When necessary, external agencies e.g. Educational Psychologists, Behavioural Support Staff, may be involved in developing PHPs or IBPs

## **The use of reasonable force to control and restrain pupils**

The staff of Neroche Primary School will follow the guidelines set out below. Following the issue of guidance from the DfE on the use of reasonable force to control and restrain pupils, we wish to make it clear to all schools that there will be no alteration in its current advice about the very limited circumstances in which use of restraint is appropriate.

These are:

- Where a pupil's behaviour is at risk of causing injury to him/ herself
- Where a pupil's behaviour is likely to cause injury to others (adults or children)
- Where a pupil's behaviour is likely to cause serious risk of damage to property

If the use of restraint is necessary, it will normally be carried out by a member of staff who has attended appropriate restraint training unless the urgency of the situation makes this impossible. At all times, the minimum intervention possible will take place to ensure the safety of the child and/or other members of the school community.

Parents will be notified as soon as possible after the event. Each incident will be logged using the internal school system (CPOMS). Senior members of staff will always check on staff and pupils involved in a restraint incident, to check that they are safe and well, both mentally, emotionally, and physically before they continue with their day.

## **Discriminatory Language/Behaviour and Prejudicial References**

Discriminatory language/behaviour and prejudicial references will not be tolerated and will be treated on a par with physical assault. This may also require further intervention. Consequences and actions by the school will be proportionate with the perpetrator's age and level of cognitive understanding. Substantiated cases of racism will be reported as is our statutory duty. At Neroche Primary School we are committed to ensuring that incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

## **Child on Child Abuse**

Our staff recognise that children are capable of abusing their peers. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):

- bullying /cyber bullying (bullying is intentional and persistent, unkind behaviours towards another) including: sexual violence/harassment
- physical/verbal abuse such as hitting, kicking, shaking, biting, hair pulling,
- name calling, shaming or otherwise causing
- Sexually inappropriate behaviour such as unwanted touching, use of sexual language which is not age appropriate, sexually charged threats or insults

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Any child on child abuse is unacceptable and will be taken seriously.

## **Use of mobile phones and social media**

Children at Neroche Primary School are not permitted to bring mobile phones into school except with prior permission. Any phone brought into school by children must be handed to the class teacher and returned at the end of the day. We ask parents to sign a consent form and agree to the use of sanctions in the case of misuse of phones at school. Phones brought in without prior permission will be confiscated and returned to parents only.

All social media platforms have restrictions regarding the age of members - which is normally 13. As such we do not expect pupils to have social media accounts. The PSHE programme teaches children about appropriate use of technology and how to stay safe online.

## **Bullying**

Bullying is behaviour that is deliberate, repeated and targeted. It causes great harm to victims and is never tolerated.



Children are made aware about the different types of bullying including cyber bullying and why it is wrong. They are all encouraged and supported to report it

We encourage parents who believe that their child may be the victim of bullying to approach the school via the class teacher in the first instance. All reports of bullying will be thoroughly investigated. Where a child has been found to be bullying another child, we will always inform parents.

Our approach for dealing with this behaviour involves an initial discussion with the victim and perpetrator/s and with parents/ carers if appropriate. We use a restorative justice problem solving approach, where pupils can be involved in finding solutions.

If bullying persists, children may be withdrawn from social time, have privileges removed or in the most extreme cases be suspended from school.

Any bullying occurring out of school will also be investigated in accordance with government recommendations. Please refer to the school's Anti-Bullying Strategy for more details.

### **Exclusions**

Our exclusion arrangements are conducted in full accordance with the Equality Act 2010 and the Behaviour in Schools Advice for Headteachers and School Staff 2022 and reflects changes to legislation governing disciplinary school suspension and exclusion, and the "ambition to create high standards of behaviour in schools". In the most extreme situations this sanction could be a fixed term or permanent exclusion. Fixed term exclusions are known as suspensions.

When a pupil is suspended or excluded, parents must be notified "without delay." This is inclusive of looked after children with carers and notifying social workers working with specific children. When a pupil is suspended or excluded, the local authority must be notified – regardless of the length of suspension. After a suspension there will always be a re-integration meeting with the child, parent, headteacher and wherever possible the class teacher. If applicable an Individual Behaviour Plan and/or a Personal Handling Plan may be drafted and will be presented to the parents/carers, with the aim of preventing further exclusions. The meeting is intended to be a positive discussion, with everyone working together to create the best chance of success moving forward. A decision to exclude a pupil permanently should only be taken: •

- in response to a serious breach or persistent breaches of the school's behaviour 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; and
- as a last resort

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

The behaviour of a pupil outside school can be considered grounds for an exclusion. The updated guidance notes the ability for headteachers to cancel an exclusion that has not been reviewed by the governing board (previously referred to as rescinding/withdrawing a suspension or exclusion). It is expected this will be used where, following investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially. Where this occurs, parents and governors must be notified, as should social workers, if relevant. Cancelled suspensions and/ or exclusions should be reported to governors on a termly basis.

### **Communicating with parents/carers**

Parents/carers will not normally be informed of minor incidents of behaviour where poor behaviour has been corrected and resolved. Where a child's behaviour falls significantly short of our expectations (for example where they are at the root of serious classroom disruption, have caused verbal or physical harm to other children, extreme examples of rudeness, or wilful damage to property), the class teacher may find it appropriate to approach parents/carers at the end of the school day. If this is not possible a class teacher may contact home via email or a phone call. If a child works regularly with a teaching assistant, the TA may also discuss the day's events with parents or carers at the end of the day.

Children with additional needs may be issued with a home/school contact book to facilitate the flow of information between home and school.

Sometimes children come home with reports of behaviours that sound extreme or serious or which present a one-sided version of events. We encourage parents and carers to let school know if they are concerned about anything a child has reported and we will do our best to respond to this, investigate if appropriate and follow up if necessary. Please be aware however that we are unable to discuss children outside of the family with parents/carers of other children.