

Norden Community Primary School

Relationships, motivation and behaviour policy

OVERVIEW

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance about what is expected of them. The school expectations will be followed by all and rewards and sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents/carers to ensure that the school's values become central to the lives of our learners.

INTENT

1. To create an ethos of good behaviour in school where children are happy, secure and safe, that reflects our commitment to **'Being the best we can be'**.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, obedience and empathy for others.
5. To ensure that all pupils are treated well by others and that no child treats another inappropriately because of their sexual orientation, their SEND, their race or religious beliefs.

IMPLEMENTATION

1. The school expectations will be promoted at all times by all staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour in lessons and at all times they are with the children.
4. Children will be taught to be polite, respectful, well mannered, obedient and well behaved.
5. The rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is to be held responsible for the good behaviour of the children in their care.
7. Where a member of staff is unable to resolve a behaviour issue or problem they will discuss it with a member of the Extended Leadership Team who will agree an appropriate strategy of help and support.
8. Staff will involve parents/carers at an early stage where a learner is experiencing problems with behaviour.
9. Staff will involve outside agencies, where it is appropriate, when there is a serious issue with a learner's behaviour.
10. In extreme cases a learner's inappropriate behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Guidelines.
11. If after an appropriate investigation a pupil is found to have made an unfounded serious allegation against a member of staff the pupil will be deemed to have committed an extreme case of poor behaviour which will result in the pupil being suspended and/or excluded from school by the Headteacher in accordance to the Local Authority Guidelines.

IMPACT

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations across all aspects of school life. We are committed to meeting the needs of each individual especially those identified in the 2010 Equality Act. All protected characteristics will be recognised and accepted and embedded in all areas: these will include disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; homosexual, bi-sexual, trans-sexual.

FRAMEWORK

This policy explains how we aim to manage children's behaviour and to support them in the development of their emotional and social skills. This will enable them to develop the ability to safeguard the rights and responsibilities of themselves and others.

There are several areas which this policy will address:

- To identify our expectations of children's behaviour.
- To suggest strategies to promote appropriate behaviour and details of the school's reward systems.
- To suggest strategies to aid the discouragement of inappropriate behaviour and details of the school's responses to such instances.
- To examine the various elements of school organisation and classroom management to ensure that they support the policy.

AIM

We aim to develop self-discipline, self-respect and self-esteem and cultivate an attitude to work hard for as high a standard of achievement as is possible.

The family atmosphere in our school is of paramount importance, and fortunately, breaches of discipline are infrequent. The values, standards and attitudes we expect are modelled to the children by example and through discussion. The staff take great care to work positively together to make the school a happy and safe environment for all children.

OUR BEHAVIOUR EXPECTATIONS

This short list has been chosen so it is easy to remember and should cover almost all eventualities in school. We chose expectations rather than rules to keep positivity at the forefront of all we do;

Be kind

Be safe

Be responsible

Be respectful

These expectations are displayed in all classrooms and around school to remind children and they will be referred to in conversations about behaviour with the children and will be promoted regularly through assemblies etc.

REWARDS

We recognise that good behaviour and effort are related to positive attitudes, and are linked closely to high self-esteem. Good behaviour and effort are only achieved through the shared values and consistency of the full staff team.

For this reason, appropriate behaviour and effort should receive recognition, praise and encouragement from all staff. Examples of good practice should be shared with other children, other adults in school and parents/carers.

As a result of our encouragement and praise we aim to make children responsible for their own behaviour and achievements. To achieve this, we use a range of rewards as motivational tools. Class Teachers, support staff and lunchtime organisers use rewards that they find appropriate to their work and the age of the children that they are involved with.

Rewards currently used in the classroom include:

- Smiles, thumbs up etc
- Use of positive language
- Stickers
- Certificates
- Post cards home
- Phone calls home
- Dojo/house points
- 'Proud work' is displayed

Lunchtimes:

- Dojo points
- Chance slips (leading to lucky dip in prize box)
- Name in Golden book (half termly reward for 'Always' lunchtime children)

Team rewards:

The school operates a point system operating throughout the school. There are five houses:

- Ashworth
- Naden
- Greenbooth
- Shawfield
- Knowl

Dojo points are collected weekly and the winning team receives the school trophy.

There is a display in the hall that records the team results and the team with the most wins at the end of each half term is rewarded.

Other individual rewards:

- 'Stars of the Week' are selected by Class Teachers every Friday
- The top 2 'Dojo point earners' per class each week receive a certificate
- 1 child from each class who 'always' behaves appropriately and is being the best they can be will receive a treat afternoon each half term
- Children who have made excellent effort in their work can have it displayed on the Headteacher's 'wall of wonder'
- Half termly Oscars are awarded to 1 child in each class in a special ceremony for parents/carers
- Annual progress awards are given at the end of each academic year
- Within this framework, teachers may devise a reward system to suit their class
- Every Friday, the school holds a Celebration Assembly in which children's school achievements are celebrated in front of the whole school. Parents and carers are welcome to attend
- Half termly afternoon tea for 'Always' children with their parents

STRATEGIES TO PROMOTE APPROPRIATE BEHAVIOUR

School, curriculum and classroom management

Effective planning and the prevention of difficulties arising is the most effective key to behaviour management:

- Children should be supervised at all times
- Tasks should be specific and appropriate
- Expectations should be made clear and should be referred to regularly
- Children are aware of the choices that they make and that they must recognise the consequences of their choices
- Responses should be fair and consistent
- Routines – pupils know what is going to happen; resources (what), purpose (why) and timing (when) as some pupils find change difficult to cope with

We encourage the children to take pride in their school and its environment by demonstrating our own pride in the school. We seek to ensure that displays are of a high quality and are regularly maintained.

We keep our classrooms tidy; everything has its place and labels ensure that children know where equipment may be found. This enables them to share in the care and maintenance of their learning environment.

We make our children aware of routines and our expectations; these are on display in the classroom and referred to frequently.

We encourage children to take pride in their own, each other's and the school's property and work.

SPECIFIC TEACHING TO PROMOTE CITIZENSHIP AND TO DEVELOP EMOTIONAL INTELLIGENCE AND SOCIAL SKILLS

Through regular PHSE sessions, children are assisted in the development of their social skills, speaking, listening, empathy and self-confidence; they gain an understanding of how to relate to both adults and children, enabling them to celebrate and accept differences.

CHILDREN AS LEADERS

We like the children to take responsibility and positively contribute to the school. We have a range of positions in school including House Captains, School Council, Sports Leaders and Wellbeing Warriors.

GROWTH MINDSET

In our school, we encourage the children to have a growth mindset; this means encouraging them to show resilience and persevere, believing that they can improve and achieve. The key to this belief is the word 'YET' which we refer to often. This encourages the children to reflect, find purpose, take on challenges and foster grit.

EMOTION COACHING

In our school, our staff have been trained to use the emotion coaching approach and we use this regularly. This system supports children with their behaviour, helps them understand emotions and deal with them more effectively.

This is the 5-step approach:

1. Be aware of the child's emotions.
2. Connect with the child.
3. Listen and validate feelings.
4. Name their feelings.
5. Set limits and problem solve when calm.

An example of this is – 'It is okay to feel upset but it is not okay to shout.'

MOOD MONSTERS

Staff in Early Years and Key Stage 1 encourage the children to identify and communicate their feelings and emotions through choosing and displaying mood monsters. This is a visual aid for children who may not have the vocabulary to articulate their mood.

RELATIONSHIPS WITH PARENTS/CARERS

We recognise the importance and value of working in close partnership with parents and carers. In order to do this, we ensure that the school website is updated regularly and that regular messages are sent home (mainly electronically), keeping everyone informed of developments in school. We invite parents and carers in regularly to assemblies, showcase events, workshops, send positive postcards and make phone calls home.

In addition to the two established parents' evenings, parents/carers may make arrangements to speak to their child's teacher before or after school and send messages via Tapestry and /or Class Dojo.

From time to time a teacher may feel it appropriate to speak to a parent/carer and will phone or email to request a meeting if those parents are not involved in their child's pick up/drop off arrangements.

New parents/carers receive a copy of this policy in their child's starter pack. This policy is also published on the school website. Parents and children also sign a Home School Agreement.

DISCOURAGING INAPPROPRIATE BEHAVIOUR – SANCTIONS

When responding to unacceptable behaviour we refer to the inappropriate action and not the child personally. This ensures that self-esteem is neither lowered nor raised by the attention that the behaviour demands.

Mild incidents of inappropriate behaviour may be dealt with by:

- Non-verbal signs eg: eye contact, frowning, raised eyebrows, shaking head
- Quietly naming the child or directing a question to bring the child back on task
- Reminding the child of the agreed classroom expectations
- Praising a nearby child for displaying the required behaviour
- Moving nearer to the child
- Asking the child to move places
- Verbal warning
- Sending work home to complete
- Reflection time
- Children should be made aware that they choose how they behave and must take responsibility for their choices

REFLECTION TIME

Children are expected to discuss the incident with an adult at playtime to avoid losing learning time. They then complete a sheet comprised of 3 parts explaining the trigger, their actions and how they would respond if they find themselves in the same situation again. This is completed at an age appropriate level and wherever possible is completed on the same day as the incident. If this is not possible, then it will take place the following day. On some occasions, the reflection will be deliberately deferred until the child has fully calmed down and had an opportunity for personal reflection before talking to a member of staff. The reflection sheets will be scanned and saved on CPOMS and a copy will be sent home to the parents/carers to allow them to have an informed discussion with their child.

LUNCHTIME DETENTION

If a child shows poor self-control and/or is violent towards another child in the playground, the Lunchtime Organisers will bring the child to a member of the Senior Leadership Team. The incident will be discussed and the child will not be allowed back on the playground for the remainder of the lunchtime. Depending on the severity of the incident, the child may have to miss their lunchtime play the following day. A reflection sheet will also be completed.

If a child is behaving inappropriately in the dining hall then yellow and/or red cards will be issued. These will lead to the child being moved to another table or missing their playtime. If they repeatedly behave in this way, they will have their lunch with the DHT/HT.

INFORMING PARENTS/CARERS

School will deal with isolated incidents within the parameters of this policy. Reflection sheets will be sent home and parents will be informed of incidents. This will usually take place at the end of the day. However, if there is a serious incident, we may contact parents/carers during the day and request a meeting.

Serious incidents include:

- Deliberately hurting a child or adult
- Bullying
- Stealing
- Racial/Hate abuse (To be reported to the Local Authority)
- Speaking rudely or arguing with an adult
- Swearing
- Deliberately damaging school property
- Being continually disruptive throughout lessons or lunchtimes

We believe that if a child is behaving in such a way as to inhibit either his or her own learning or that of others, then the child's parents/carers should be made aware of the problem and their support enlisted in encouraging their child to conform.

ETHOS

Children must be treated with respect at all times and be disciplined in an appropriate way, i.e. not humiliated in front of their peers. Children who make poor behaviour choices need to be helped to recognise what has happened and how they can make amends.

In cases where the above strategies have been found to be ineffective in reducing the level of unacceptable behaviour, then a teacher may need to work with the child in order to encourage that child to change his/her behaviour. A range of strategies are available. If difficulties arise frequently, the advice of the SENCO will be sought, with possible support from outside agencies.

RECORDS

A record of 'Star of the Week' and 'Oscar' winners is kept by the Class Teacher. A record of all 'Reflection' incidents is also kept by the Class Teacher on CPOMS.

Teaching Assistants, Lunchtime Organisers, Admin staff, supply staff, coaches and student teachers all have responsibility for behaviour management in school and should address any incidents they witness and deal with them in line with this policy. Class Teachers should always be informed of issues with any children in their class.

Volunteers and visitors have a duty to report any incidents to a permanent member of school staff. Incidents and subsequent actions taken by staff are recorded on CPoms, our electronic behaviour and safeguarding tracking system.

EXTREME SITUATIONS

Occasionally, a situation may arise of such severity that an instant exclusion is issued, in line with the Local Authority guidelines.

From time to time, physical intervention may be necessary. Reasonable action will be taken to ensure all pupils and staff are safe. Physical intervention will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible, and at the same time, allowing the pupil to regain self-control. See 'Physical Intervention' policy.

CHILDREN WITH ADDITIONAL NEEDS (BEHAVIOURAL)

The School's behaviour management policy is adhered to throughout the school and caters successfully for the vast majority of our children. However, there are some children, particularly those with severe emotional or social problems who have special needs. Where the policy has been followed and a child is still causing concern, then the child's parents/carers will be consulted and we will work in partnership to put a personalised Behaviour Plan in place to support the child. We will also seek advice from the appropriate outside agencies when necessary and appropriate.

BEHAVIOUR AROUND SCHOOL

Children are expected to behave in accordance with the same expectations, whoever is supervising them and wherever they are in the school building/grounds.

Children are expected to move around school sensibly, displaying 'Fantastic Walking' with their hands clasped in front of them. They should be using the left hand side of the corridor and holding the hand rail as they go up and down the stairs.

The children should not leave the classroom/lesson without permission and must not be in the building unsupervised at playtime or lunchtime.

All staff should be acting as role models and deal with incidents consistently, in line with this policy.

BEHAVIOUR INCIDENTS ONLINE

Online behaviour incidents occur outside the school day and off the school premises. Parents/Carers are responsible for this behaviour. However, these incidents affect the school culture; we will investigate and sanction behaviour online if it poses a threat or causes harm to another pupil and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

School will investigate and sanction pupils for misbehaviour outside of the school premises when it is reasonable. This may be on a school trip, travelling to and from school, wearing school uniform, when in some way identifiable as a pupil of the school, could have repercussions for the orderly running of the school, that poses a threat to another pupil or could adversely affect the reputation of the school.

Non-criminal poor behaviour and bullying which occurs off site, which is witnessed by a member of staff or reported to the school, will be dealt with in the same way it is when it has happened on site. There will be an initial assessment of any suspected criminal behaviour and this will be reported to the police. This will be done in tandem with a report to children's social care.

This policy is supported by the Anti-Bullying policy.

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