

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 rules 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 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, good temper, 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 cope with a behaviour issue or problem they will discuss it with a member of the Senior Leadership Team who will agree an appropriate strategy of help and support.
8. Staff will involve parents 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 problem 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 bad 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 the 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 of this school is of paramount importance, and fortunately, breaches of discipline are infrequent. The values, standards and attitudes we expect are made 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. 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 points

proud work is displayed

Lunchtimes –

dojo points

chance slips (leading to lucky dip)

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-

Weekly Winners are selected by Class Teachers every Friday.

The top 2 'Dojo point Earners' each week receive a certificate.

Citizenship awards – Bronze, Silver and Gold per Unit.

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.

A lunchtime class of the week is identified each week and they have a special lunchtime experience.

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 awarded 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.

Every Tuesday, the school celebrates achievements that the children have from outside of school.

Parents and carers are welcome to both these assemblies.

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 referred to regularly
- Ensure that children are aware of the choices that they make and that they must recognise the consequences of their behaviour.
- Responses should be seen to 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 a 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 the use of regular PSHEE 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, Play Leaders and Eco Team.

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, positive postcards and 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 informal contact through the children's reading record/homework diary.

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.

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 rules.
- Praising a nearby child for displaying the required behaviour.
- Moving nearer to the child.
- Asking the child to move places.
- Children should be made aware that they choose how they behave and must take responsibility for their choices.
- Verbal warning
- Sending work home to complete
- Reflection time

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 kept by the Class Teacher 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 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 the lunchtime play the following day. A reflection sheet will also be completed.

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 another child

Bullying

Stealing
Racial 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 that 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 engage in inappropriate behaviour 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 (Special Educational Needs Co-ordinator) will be sought.

Records

A record of all achievements in Celebration Assemblies is kept by the Class Teacher.
A record of all 'Reflection' incidents is also kept by the Class Teacher.
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 C-Poms, an electronic behavior 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 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 rules, 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.

Written by R. Bentham. November 2019.

Governor approval December 2019.

This policy is supported by the Anti-Bullying policy.