



Behaviour Policy

Full copies of our policies and procedures can be found on our website or are available from the office www.newburland.leics.sch.uk

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Issue 1.

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Newton Burgoland Primary School Behaviour Policy 2023

We are not just a school – we are a family.

We are all unique and together we are strong, bonded by kindness and friendship.

We are all safe and happy under one roof, protected from the elements and prepared to weather every storm.

Together we know that anything is possible both now and in the future. Collaboratively we achieve, seeing our future selves as resilient, respectful and responsible adults reflected in the eyes of others. We are not just a school – we are a family.

Guiding Principle

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise any difficulties that pupils will experience. Everyone makes mistakes, our school is safe place to learn from our mistakes – we aim to forgive and forget.

School Aims

Newton Burgoland Primary School is an inclusive community which strives for and achieves excellence and enjoyment in all areas of school life.

By working together with parents and the wider community we:

- Maximise progress for all children across a broad and balanced curriculum
- Continuously raise levels of children's attainment
- Celebrate the progress and talents of all children
- Develop all children's ability to make responsible, thoughtful choices in a secure environment
- Develop all pupils' curiosity, independence, ability to work with others, tolerance and sense of justice
- Develop all pupils' ability to engage with learning and to persevere
- Prepare all our pupils for life and learning in the 21st century
- Develop 'e-confidence' alongside 'e-intelligent' attitudes towards technology
- Foster caring relationships

Introduction

Our expectations and standards of behaviour are high (in school and online). This enables us to:

- Support every child to achieve their full potential.
- Create a safe, trusting and nurturing environment where mistakes are forgiven and forgotten because they are part of learning
- Prepare our pupils for the conventions of adult life in a diverse and modern Britain

This policy aims to:

- Support every child's development as a learner, by enabling them to foster an improved degree of self-control through the use of the school behaviour system. We expect all children at Newton Burgoland Primary School, as they develop and grow, to not only learn effective working practices and manners but also to develop a moral sense of what is right and wrong. In doing so we aim to ensure that the children are appropriately prepared for life in modern Britain.
- Ensure all stakeholders have a clear understanding of the need for fairness in the treatment of children throughout the school which is based on their age and needs.
- Put in place a positive systematic approach to the management of behaviour including online behaviour in order to ensure consistency of expectation across the school and to encourage greater parental support and understanding in developing positive behaviour of all pupils.

General Behaviour Principles

- Children are supported and encouraged to become self-disciplined and to be responsible for their actions in order to develop their confidence and independence.
- All staff take responsibility for the behaviour of all children within the school.
- The three school rules are displayed around the school and adhered to and used by all children and adults.
- Wider stakeholders also know and understand the rules and use them accordingly.
- There is a fair system for rewarding and sanctioning behaviour which is used consistently across the school reflecting the age and needs of the children.
- Children are made aware of their behaviour choices and, where needed, are supported to improve their behaviour.
- Good behaviour is celebrated and inappropriate behaviour is monitored and recorded.
- Parents are informed of school expectations and are expected to support the school in the event of their child's behaviour causing concern.

At Newton Burgoland Primary School we have a clearly defined system for the management of behaviour. Within this system are clearly defined rules, rewards and sanctions. The rules of the school are the same no matter what part of the school and encompass all behaviour including online behaviour. They are displayed around the school and shared regularly with all stakeholders. It is these rules that guide the principles of our behaviour management system.

We are Noticeably Newton

Respectful

Responsible

Ready to learn

Rewards

At Newton Burgoland Primary School we recognise that the most important aspect of any learning environment is the recognition and praise for children showing the behaviour we strive for. We acknowledge positive efforts and success by praising pupils and building mutual respect between staff and pupils and between pupils themselves. The rewards are hierarchical and are used in this order

- Verbal praise
- Positive Dojo / Sticker (class 1)
- Recognition from another adult
- Recognition from another class
- Praise message home
- Speaking to parents

- Certificates in assembly

Sanctions

At Newton Burgoland Primary School, we believe that it is important to deal with inappropriate behaviour calmly and quickly. We believe the basis of good discipline is about the interaction of pupils and adults. The sanctions are hierarchical and are used in this order:

Steps	Actions
Reminder	A reminder of the 3 simple rules. This is delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Remind children what we want to see. If this behaviour occurs at playtime the child will be expected to take 1 minute by the adult to calm down and refocus. They should apologise.
Caution	A clear verbal caution, delivered privately (wherever possible), making the pupil aware of their behaviour and clearly outlining the consequences if they continue. If this behaviour occurs at playtime the child will be expected to take a further minute by the adult to calm down and refocus. They should apologise.
Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. If this behaviour occurs at playtime the child will be expected to take 2 minutes by the adult to calm down and refocus. They should apologise. (record on CPOMS)
Time Out	A short time (up to 5 minutes) in another classroom or at the side of the playground if playtime / lunchtime. It is time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. (record on CPOMS)
A visit to the head teacher or senior teacher	The head teacher/ senior teacher will talk calmly to the child about what happened and why. This conversation will be recorded on CPOMS along with an decision about the need to inform parents and impose further sanctions – for example a missed playtime. What happened? <ul style="list-style-type: none"> • What were you thinking about? • What were you feeling? • Has anyone else been upset by this? • How are you left feeling now? • What do you need now?

At all times all staff use their professional judgement as to whether all stages are to be applied or whether a pupil's parent needs to be informed and their child's behaviour discussed before more formal strategies are applied.

Child-on-Child Abuse

At Newton Burgoland Primary School, we recognise that children sometimes display harmful behaviour towards themselves and others and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated.

To prevent child-on-child abuse and address the wider social factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of our broad and balanced curriculum. Such content will be age and stage of development appropriate, and tackle issues such as the following:

- Healthy relationships ○ Respectful behaviour
- Gender roles, stereotyping and equality
- Self-awareness and self-esteem ○ Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong ○ Addressing cultures of sexual harassment

All staff are aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”. All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex. All staff have undertaken training on LGBTQ+ phobia, and are aware of how to manage any incidents appropriately.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care.

Managing disclosures

Targets of abuse or bullying will always be taken seriously reassured, supported and kept safe. Targets will never be made to feel like they are causing a problem, or made to feel ashamed. If a friend of a target makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a target reports an incident; however, staff will consider why the target has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL.

Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and an investigation conducted by the DSL/Headteacher.

A risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing (CPOMS) and decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Parents or carers of the children involved will be informed as soon as it is appropriate to do so.

Support will be offered to the alleged target, the child or young person accused and any other children involved by different adults in school (to avoid a possible conflict of interest).

A referral to any relevant outside agency will be made e.g. Police or Social Care if appropriate.

Confidentiality

The school will only engage with staff and agencies required to support the target and/or be involved in any investigation. If a target asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the Target's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The Designated Safeguarding Lead will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Social Care.
- Where a crime has been committed, reports will be passed to the police

Searches and Confiscation

If a member of staff suspects that a pupil is in possession of a prohibited or potentially dangerous object the pupil may be searched. This search should be conducted by the Headteacher or another member of the school leadership team. Where possible, the search should be conducted by a member of staff who is the same sex as the pupil and with another adult (where possible of the same sex). Before any search is undertaken consent will be sought from the pupil. If consent is refused, the pupil will be asked to say why he or she has refused. If the need for a search relates to a suspicion of a "prohibited or potentially dangerous item" this can be conducted without the consent of the pupil. Parents will be advised of the circumstances relating to the need to conduct a search and of the ensuing outcome.

External Intervention

It is our priority to enable every pupil to access the opportunities that are presented to them on a daily basis by supporting their personal behaviour development. As a result, if a pupil frequently reaches the higher stages of the outlined discipline hierarchy the class teacher gives consideration as to whether it is necessary to write an Individual Plan, which outlines clearly the strategies that will be put into place in order to improve the behaviour of the child. This is implemented in consultation with the team of adults working around the child, which will always include a member of Senior Staff. Where necessary this will include a Team Around the Child meeting to ensure all staff are clear and consistent when supporting the child.

In exceptional cases where positive attempts to address the pupil's behavioural concerns do not lead to an improvement in the situation, a meeting will be called by the member of Senior Staff. This will involve the pupil, their parents and, where available and appropriate, a member of the Behaviour Support Service or Educational Psychologist.

The purpose of the Early Intervention Meeting is to:

- outline clearly the nature and extent of the child's behavioural difficulties and how it is affecting the child and their life and the life of others at the school
- try to identify the circumstances that might be causing the challenging behaviour
- agree any action that may be required by those present at the meeting to improve the child's behaviour
- agree timescale for application and review
- make clear the consequences if the child's behaviour does not improve

When all these steps have been taken, and if the pupil's behaviour has not improved – or when the offence is deemed to be highly offensive – then it may be necessary to consider:

- Internal exclusion – removal from class for a fixed period of time
- Exclusion from school for a fixed period of time
- Permanent exclusion

If the above actions are deemed to be appropriate then all procedures as outlined within National and Local Authority Exclusion Guidance will be carefully followed.

Major breaches, such as a serious assault on another pupil or member of staff, may lead to fixed term or permanent exclusion. In the case of such incidents there will be no need to follow the steps outlined on page 3.

When a pupil is excluded for a fixed period a Reintegration Meeting will be convened before the pupil returns to school and it may be decided at this meeting that the exclusion is made permanent.

Physical Intervention

The ethos of the school is that discipline and control of pupils should be based on positive personal and professional relationships between the staff and pupils. However, we also recognise that on some occasions there is a need for physical intervention as outlined within Section 93 of the Education and Inspections Act 2006. A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- (a) Committing any offence
- (b) Injuring themselves or others or
- (c) Damaging property (including their own) or prejudicing the maintenance of good order and discipline at the school.

The staff to which this power applies as defined in section 95 of the Act are:

- (a) Any member of staff who works at the school, and
 - (b) Any adult whom the Head has authorised to have control or charge of pupils in, or outside the school (eg trips).
- At Newton Burgoland Primary School physical intervention will only be carried out by a member of staff who has received the necessary, relevant and appropriate training in positive handling or as part of a recognised Individual Behaviour Plan. The exception is if the action is required immediately in order to prevent the pupil from seriously harming themselves or another person and there is no other appropriate member of staff nearby or when no other reasonable non-physical interventions have succeeded in distracting the pupil.

The power to discipline beyond the school gate

The school has the legal power to support pupils to behave outside of school premises. Unacceptable behaviour which is witnessed by a member of staff or reported to the school will be addressed in line with the school's Behaviour Policy and in conjunction with parents / carers. This may include:

Any unacceptable behaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Unacceptable behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school □ poses a threat to another pupil or member of the public □ could adversely affect the reputation of the school.

In all of these circumstances the head teacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed. In addition, school staff will consider whether the unacceptable behaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, the school staff will follow its Safeguarding Policy.

Recording and Reporting Incidents

All staff are required by the school to keep records of incidents where an investigation of the behaviour, including online behaviour, has been required or undertaken. The purpose of recording is to ensure that school policies and procedures are followed; to inform parents; to inform future planning as part of school improvement purpose; to prevent misunderstanding or, misinterpretation of the incident and to provide a record for future enquiry or intervention strategies. CPOMS is used to record behaviour incidents.

The Role of Parents

At Newton Burgoland Primary School, we emphasise the view that all problems and concerns regarding behaviour (including online behaviour) and discipline of children can be solved by discussion and negotiation in a calm manner. We firmly believe that the role of parents / carers is vital in supporting and reinforcing the school's behaviour and discipline policy and therefore that child's behaviour in school.

We ask that parents / carers in the first instance speak to their child's class teacher if they have any concerns regarding their child's behaviour or if they believe their child is being affected by the behaviour of another child.

Should the matter not be resolved to the child's or parents / carers satisfaction; we ask that they make arrangements to further discuss their concerns with the Headteacher or a member of the Leadership Team.

Monitoring and Review

At Newton Burgoland Primary School we are aware of the need to review the schools Behaviour and Discipline Policy on a regular basis in order that we take account of new initiatives, revised Local Authority procedures and Government Legislation.

During the review, consideration will be given to:

- How effective the procedures outlined within the policy are in promoting positive behaviour in our school.
- The views of staff, pupils, parents, and Governors.

Policy and practice will be adapted in accordance with review findings.

This policy has been reviewed and no individual or group are disadvantaged by the policy or process therein.

Agreed by all staff August 23

Review September 25

Be Noticeably Newton

At Newton Burgoland Primary school we are always

**Respectful
Responsible
Ready to learn**

Every Day, all adults will

**Meet and greet children
Praise in public and remind in private
Remain positive and end the day positively**

Being Noticeably Newton will be recognised on the same day by

**Awarding a Dojo
Sending a text home
Calling home**

We encourage positive choices by:

**Giving positive reminders
Providing positive praise
Explain why good choices are good choices**

The rewards for our choices are always

**Fair
Clear celebrated**

The sanctions for our choices are always

Fair

Clear

Dealt with privately