



NEWHALL

PRIMARY ACADEMY AND NURSERY

"Aiming high; Reaching higher"

Positive Behaviour Management Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	May 19
Other related policies:	Anti-Bullying, Equality, Child Protection, SEND, Attendance, Exclusion
Policy owner:	Debbie Gayler
Policy model:	Newhall
Review:	
Version number:	1

Honesty Respect Responsibility Resilience Aspiration Reflection

Introduction

At Newhall we have the very highest expectations of behaviour. We have a consistent set of core principles and rules based on the school core values of Honesty, Respect, Responsibility, Resilience, Aspiration and Reflection. Children work towards achieving the highest standard each day both individually and as part of a team.

Everyone at Newhall has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment, whilst at the same time promoting an understanding that appropriate behaviour is the responsibility of individuals.

The academy firmly believes in the power of intrinsic motivation in children, and uses this as the main approach to pupil reward. Rather than extrinsically rewarding children, children are taught from the youngest age that adopting the correct learning behaviour is paramount for themselves.

We will, always, challenge any form of discrimination including racist or sexist behaviour, and all forms of bullying. The whole school community, children, staff, governors, parents and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

Vision

Children at Newhall will feel safe, valued and develop a love of learning.

This will be achieved by:

- Always being truthful, fair and inclusive.
- Respecting, listening to, valuing and recognising the uniqueness and achievement of every member of our academy family
- Providing outstanding learning and teaching which enables all students, regardless of gender, race, background or ability, to excel academically, emotionally, physically, socially, morally, spiritually and culturally.
- Equipping children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- Raising the aspirations of everyone within our academy community so everyone strives for personal excellence in everything they do
- Developing learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.

Core Values

- Honesty
- Respect
- Responsibility
- Resilience
- Aspiration
- Reflection

Policy Statement

At Newhall we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender, disability and religion, with equal opportunities for all. This advice will be kept under review and updated as necessary.

Aims

The aims of this policy are to:

- Create a calm, purposeful, safe and happy learning environment.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Foster positive, respectful and caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for their own behaviour, leading to increased independence and self-discipline.
- Work in partnership with parents in dealing with any behavioural issues.

Responsibilities:

Senior Leaderships should:

- Report regularly to the Local Governing Board and Trust, providing an overview of behaviour at the school.
- Manage the reporting of incidents related to behaviour within school and analyse relevant data
- Implement strategies to improve and maintain positive behaviour within school and provide support for staff

All staff should:

- Model the school values to pupils and each other, treating all members of the school community with respect
- Follow the school systems and policies consistently.
- Focus on good behaviour and positive reinforcement to raise self-esteem, acknowledging and giving praise for good behaviour and achievements.

- Create a positive, purposeful and safe working atmosphere in the classroom, ensuring that each child is appropriately challenged with their learning.
- Work in partnership with parents in dealing with any behavioural issue.
- Work closely with Senior Leadership and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.

Parents should:

- Ensure their child attends school, arrives punctually and in appropriate uniform, notifying the school of reasons for absence.
- Support the school's policy and systems to promote high standards of behaviour at school and at home.
- Model the school values to all members of the community.

Pupils should:

- Demonstrate the school values.
- Follow class and school code of conduct.
- Strive to manage their own behaviour, making appropriate choices. which allow children around them to learn in a calm, safe environment.

Newhall Academy Positive Behaviour Management Strategy

At Newhall Primary Academy, we have a positive behaviour system that is rooted in our school values; honesty, respect, responsibility, resilience, aspiration and reflection. The language of these values informs the daily dialogue between pupils and staff. The pupils love our rewards system and respect the fairness and need for sanctions. They understand that learning in school is of the upmost importance and that good behaviour helps everyone learn.

Behaviour Zones

At the beginning of each new school year each class agrees, with the support and guidance of the class teacher, a class code of conduct which links to each of our school values.

By agreeing a code of conduct with the class, the pupils are given ownership of it and it becomes more meaningful to them. The code of conduct is then displayed in the classroom along with 'Behaviour Zones'. The Behaviour Zones are: Gold, Silver, Green, Yellow, Red. Each child has their photograph or name displayed on the board. At the beginning of everyday, children start in the 'Green Zone'. The class teacher and pupils refer to it as necessary. At every opportunity, responsibility for behaviour can be given to the child. At the beginning of each term, the code of conduct is reviewed by the class.

House System

Children are grouped into four House Teams. Every child and member of staff is given one of these four Houses to support. Each child is placed in a House on entry to school in Reception and remains a member of this team throughout their time at the school. Siblings are placed in the same House team.

Houses are named after the four elements:

- Fire – Represented by a dragon
- Earth – Represented by a lion
- Air – Represented by an owl
- Water – Represented by a whale

Each half-term there will be a minimum of one House activity or competition, so that children get the opportunity to work collaboratively and build relationships with members of their house across the school. For example, there may be House Music competitions, sports days or art and design presentations.

Rewards

Children will be rewarded for positive behaviour and achievements in a number of ways:

- Praise – this may be given quietly to the child or in front of a group, class or even whole school
- Moving to Silver or Gold within the 'Behaviour Zones' and at the end of the day receiving a Gold or Silver Sticker
- Allocating house points – Pupils receive points on the for modelling one of the six core values. House points are collated weekly and announced in Friday Celebration Assembly. Half termly rewards are given to the house with the highest number of points. At the end of the year, the winning house will be awarded their ribbons on the House Cup. This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups.
- Certificates – Star of the week, Other recognition certificates – Presented in Friday Celebration Assembly
- Positive notes or phonecalls home to parents may be given
- Visit to a member of SLT for praise, reward sticker, recognition on Twitter/Website
- Headteacher's Cup – Given out weekly
- Attendance and punctuality Awards

Sanctions and Consequences

Children who demonstrate behaviour which creates a barrier to learning and is contrary to our values is managed by our sanctions system.

- 1) A positive 'We Statement' is first used to remind children of expectations and values. E.g. "(Name of pupil), we take turns to talk and listen to each other at Newhall, thank you."
- 2) Verbal warnings are initially given for negative behaviour and children are invited to engage with learning appropriately.
- 3) Moving to 'Yellow' on the Zones Board means behaviour has not improved and children require a 5 minute 'time out' within class.
- 4) Moving to 'Red' on the Zones Board results in a 5 minute time out within another classroom. Children are asked to reflect on their choices and always warmly invited back into the learning if they show a change in attitude.
- 5) A red card requires involvement from the Senior Leadership Team and parents if behaviour continues or is of a more serious nature. It can lead to working in isolation from other pupils for at least the remainder of that lesson.

If problems persist, or for more serious incidents including those that involve bullying or abusive behaviour, the Senior Leadership will go through the following stages of intervention:

- 1) Fixed term internal exclusion
- 2) Fixed term external exclusion followed by a reintegration 'Back to school meeting' with the child and parents/carers.
- 3) Pastoral Support Plan meeting- multi agency meeting
- 4) Positive Referral

If there is no improvement and other children are being put at risk on a daily basis:

- 5) Permanent exclusion.

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life.

These strategies are over and above the strategies that are used for the majority of pupils and include:

- Individual programmes of rewards and sanctions which are in addition to our whole school system
- One to one sessions with LSA
- Social skills groups
- Transition support for children in Year 6 before moving to secondary school
- Referral to outside agencies

Other services and strategies;

- Regular meetings with parents
- Individual Behaviour Contracts
- Circle Time
- Children and Family Request Referral

- Anger management strategies
- Social Skills Group
- 1:1 session with LSA
- SEND referral – One Plan formulated and strategies to support
- Referral to Primary Behaviour Support Team
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Referral to EWHMS (Emotional Wellbeing and Mental Health Service)

Playtime and Lunchtime

At playtime and lunchtime, we make sure that there are plenty of engaging spaces and activities that children can enjoy, on their own or with friends. There are also indoor lunch clubs on certain days. Staff on duty wear hi-viz jackets so children can find them quickly. If a child's behaviour on the playground is inappropriate, and cannot be managed by the staff on duty, a member of Senior Leadership is sent for. As a consequence, the child may be kept inside for at least one break or lunchtime. If children repeatedly find being outside at break or lunch difficult, a timetable is created to support them socially. We do not tolerate children hurting others and if this happens, we may keep the child inside for longer periods. If this problem continues, we will send the child home for lunch for a period of time.

Conduct outside the school gates

The following is taken from 'Behaviour and discipline in schools Advice for headteachers and school staff' (DfE - January 2016)

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Subject to the behaviour policy, teachers may discipline pupils for: a) misbehaviour when the pupil is:

- i. ii. iii. taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or
- iv. b) i. ii. iii. in some other way identifiable as a pupil at the school. or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police (or anti-social behaviour co-ordinator in their local authority) 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 should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff follow safeguarding policy.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps detailed records concerning incidents of inappropriate behavior on CPOMs. All staff are responsible for recording incidents that occur during the school day on CPOMs. The Senior Leadership Team analyse this data to identify patterns of behaviour and implement intervention swiftly.

The school council also monitors behaviour and the behaviour systems using pupil voice surveys and report to fellow pupils in assembly.

The Headteacher keeps a record of any child who is excluded for a fixed- term or who is permanently excluded. This data is presented in the Headteacher's Report to the Full Governing Body on a termly basis. The Governing Body will monitor the rate of exclusions noted in the Headteacher's termly report to ensure that the school policy is administered fairly and consistently.

This policy will be formally reviewed by the Governing Body every year. In the event of new guidance being made available, this review date will be moved forward.

Designated Member of Staff – Mrs Debbie Gayler