

Newton Flotman Church of England Primary School



Whole School Behaviour Policy

Including expectations of behaviour during Coronavirus outbreak

Policy agreed by:

Date:

Review Date:

The Governing Body

__ September 2020

__ September 2021

Ethos Statement

Newton Flotman Church of England Primary School is an inclusive learning community, which is based on our Christian values.

Love

Enjoy

Accept

Respect

Nurture

Our children feel safe and valued within a creative and supportive environment. Every child is encouraged to be independent and to reach their full potential in all areas of the curriculum.

Staff, governors, children and parents have been involved in the formulation of this policy.

Aims of the School

- We aim to teach children to be responsible for their own actions and behaviour and to understand how these affect other people and the world around them.
- We aim to provide a supportive and effective learning environment, which helps to promote positive behaviour, through the implementation of a consistent approach to child discipline.
- We believe that every child has the right to learn and no child has the right to disrupt the learning of others and as a result our emphasis is on fostering and reinforcing good child behaviour.

At Newton Flotman CEVP School we build on the positive patterns of behaviour the children have already learnt, and we talk to the children about what it is to be a Newton Flotman child.

A Newton Flotman child:

- shows respect and gains respect from others
- is kind and caring to others
- considers and celebrates difference
- takes care of other people's property
- listens to others
- tries their best
- is proud to belong to the school community

Good behaviour is most likely to be achieved when:

- There are clear and consistent expectations of appropriate behaviour in and around school
- All the children and adults in the school are treated as individuals and their rights, values and beliefs are respected
- Children learn to say how they feel and are supported in making things better

- Children are provided with appropriate tasks in lessons that stimulate their interest and challenge their intellect
- Children's efforts and successes are regularly praised
- There are a clear set of rules and sanctions, developed and agreed by children and adults
- Staff act as positive role models
- Parents and teachers work closely together to develop a positive partnership that promotes good behaviour

Our school rules are based on the rights we all have at school:

- to learn
- to feel safe
- to feel respected
- to enjoy school
- to pray

Everyone in school should:

Keep everyone safe
Be polite and kind
Follow adults' instructions
Be a good learner

These whole school rules are displayed in classrooms and discussed with children throughout the year.

General Rewards:

- Each week, teachers choose one child to be recognized for their good behaviour and given a reward.
- Each week, teachers choose two children for exemplary work or other such efforts that merit a special mention and a star certificate which is displayed in the hall.
- Each child is in a House, and children can earn house points by following the school rules. Each week the points are counted up and the winning House is recognised in the celebration assembly. At the end of each term the winning House's colour is tied to the Cup.
- Children also receive stickers, take their work to the headteacher, subject leader, secretary or other staff.
- Midday supervisors can give children stickers for finishing their lunches and good behaviour.
- In Year 6 children are given roles, including House Captains, Eco Leaders, Office Angel, Site Managers, Sports Ambassadors.
- Children with 100% attendance, or who have met their attendance target, are given a certificate each term.

A range of strategies are used throughout the school to promote positive behaviour such as:

- verbal praise
- annotated stickers referring to specific achievement

- head teacher stickers
- Early Years 'tidy up teams'
- allocation of responsible tasks
- 'marbles' in the jar can be used to reward classes
- Behaviour plans, IEPs and star charts for individual children where appropriate

Adults are positive role models and always emphasise good behaviour.

A 'Give me 5' approach is used to focus children's attention and is displayed in every classroom. (**Appendix A**)

Each class in school follows an agreed system of behaviour management based on a traffic light system with additional silver and gold rewards for children showing better than expected behaviour (green traffic light) consistently and over a longer period of time. (**Appendix B**)

Silver reward

- Children who achieve silver will receive a sticker.
- Names will be recorded in the Gold/Silver book in each class.
- A text will be sent home.
- Any child receiving x4 stickers in a week will progress to Gold.

Gold reward

- Children who achieve gold will receive a sticker.
- Names will be recorded into the Gold/Silver book in each class.
- A text will be sent home.
- Child will be allowed choosing time session each week, which will include activities such as board game with an adult, time on a laptop/computer

Children in the Reception Class will follow the Teacher Pet Creature approach

- The 'Teacher Pet Creature' will be named by the children after reading the book in the first week.
- He will help develop our class rules.
- The positive behaviour chart will sit next to the 'Teacher Pet Creature' with all the children's names starting in green.
- If a child moves to silver, they will get a silver sticker, their name written in silver in the book and allowed to pick a 'Teacher Pet Creature' dollar amount out of the silver container.
- If a child moves to gold, they will get a gold sticker, their name written in gold in the book and allowed to pick a 'Teacher Pet Creature' dollar amount out of the gold container.
- On a Friday afternoon, children who have been in silver and gold will be able to exchange their 'Teacher Pet Creature' dollars for a reward, eg, time on the Play Trail, a hot chocolate, toast etc.
- All 'Teacher Pet Creature' dollars will be returned to the containers to start afresh on Monday.

- Children who move to yellow will have an age-appropriate time out and then a rebuild conversation with the adult and 'Teacher Pet Creature'.
- For clarity with the younger children, the 'Teacher Pet Creature' focuses on behaviour and house points on learning eg, letter 's' written the right way would mean 1 house point not moving up to silver.

Sanctions are in the form of warnings, consequences, 'time out' and verbal or written reports to parents. Verbal disapproval/disappointment should be expressed in a calm manner, reinforced through the expectations of a 'Newton Flotman child'.

Children are expected to behave well and keep their name on the green traffic light. However, if a child breaks classroom or school rules, hurts another child or disrupts lesson the stages in behaviour management are:

Stage 1: Low-level disruptive behaviour – a look or a verbal reminder of expectations

Stage 2: If the behaviour continues or is more serious – Use positive statement scripts (**Appendix C**)

Stage 3: If previous stages have not worked or behaviour deemed to be more serious - Move child to an alternative part of the classroom and repeat warning and state next sanction will be to move onto Yellow traffic light with parents being informed.

Stage 4: Child's name is moved on to Yellow traffic light. The child will need to stay in with the teacher (adult) issuing the sanction for a rebuild conversation, either at break or lunch. If this is during an afternoon, then this rebuild conversation can happen at the end of the day and the adult collecting informed.

Stage 5: Child's name is moved to Red Traffic light. The child is removed from class and sent to the headteacher.

Any Yellow and Red consequences are recorded on our online reporting system CURA and parents are made aware.

Verbal disapproval/disappointment should be expressed in a calm manner, reinforced through the expectations of a 'Newton Flotman child'.

If behaviour escalates quickly or is of a serious nature, stages can be bypassed, and the child be removed from the classroom for time out with Headteacher. The child's name will be moved directly to the red traffic light.

This may result in a further sanction such as internal exclusion where the child will work out of the classroom initially for either a half or a full day. The child will have a separate play time and lunch time. In some cases, the child will lose privileges such as having their responsibilities taken away or miss out on any school trips/visits etc.

This will be followed by a reintegration meeting with the child's parents/carers and the child before they can return to the classroom.

Children with Special Educational Needs or other difficulties

Children who have social, emotional and behaviour difficulties are usually supported with an individual behaviour plan written in conjunction with headteacher, the school SENDCo and the child's teacher. The child's parents or carers will be informed that the behaviour plan is in place and will be asked to sign the plan to acknowledge this. The plan will be reviewed regularly and may run alongside some other intervention in school. The stages in this behaviour policy will not normally be followed for children with a behaviour plan in place.

Right to Search

The school follows the DfE advice on Searching, Screening and Confiscation (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Management of Serious Behaviour

If a child is violent or in danger of harming themselves, others or damaging property restraint may be appropriate using the minimum force for the minimum amount of time needed until the child calms down. Any use of restraint must be documented and parents informed.

An alternative and preferred option to restraint in these situations would be to remove other children from the classroom to minimise injury or damage.

Children who deliberately damage property may be asked to contribute towards the cost of the repair.

If a child is excluded for any reason the school will follow the DfE guidance on school exclusions. (<https://www.gov.uk/government/publications/school-exclusion>)

Expectations for behaviour during the coronavirus outbreak

- Children must follow the routines for arriving in the morning and leaving at the end of the day
- All children must follow the school instructions on hygiene, such as handwashing and sanitising and will be asked to wash their hands several times during the school day.
- Children must play with children in the same group as them and must not mix with children in other groups.
- Children should follow the signage in school including one-way systems and using designated doors to and from their classrooms. They should keep to the left when walking in corridors.
- Children should follow the 'catch it, bin it, kill it' routine and should sneeze or cough into their elbow or use a tissue. Tissues should be put straight into the bin and the lid replaced. Children should avoid touching their mouth, nose and eyes with hands
- Children must tell an adult if they are experiencing symptoms of coronavirus
- Children should not share equipment and toys in the classroom and should only use their own water bottle to drink from.
- Children should play in the designated outside area and should not mix with children from other groups during this time.
- Children should be supervised in the toilet areas to ensure that they follow the strict hygiene instructions. Only one child at a time will be allowed to use the toilets and children should leave as soon as they have washed their hands.
- Children cannot cough or spit at or towards any other person and will be excluded immediately if this happens.
- Children should ensure that appropriate standards of behaviour and language are used when working at home. Teachers will apply sanctions if they encounter any inappropriate behaviour.

Appendix A



Give Me 5



5. Eyes



4. Ears



3. Hands



2. Mouth



1. Body still



Appendix B

 	Gold	You have shown over a long period of time that you make the right choices, set an example to others and make the classroom a great place for you, your classmates and the adults who work there. Your teacher is so impressed that they want you to go and see Mr Riley so he knows how well you have done.
	Silver	You are setting a great example to the rest of your class through your excellent behaviour. Your teacher will give you extra praise because you are showing everyone the 'Newton <u>Flotman</u> way'.
	Green	You are following all the class rules and helping yourself learn. Your teacher will have noticed how sensible you are being.
	Yellow	The teacher has had to remind you for a second or third time about the choices you are making. You have been moved and there will be a consequence which may mean missing some of your free time to complete the work you have missed or to talk with an adult about the choices you have made. You may need to sit in the thinking area in your class to help you think about the right choices.
	Red	You have continued to make the wrong choices. You need to leave the classroom and see Mr Riley. Your parents will be told.

Appendix C – Examples of Positive Statement Scripts

<p>Positive Phrasing:</p> <ul style="list-style-type: none">• Stand next to me• Put the book on the table• Walk in the corridor• Switch off the computer• Walk beside me to the kitchen• Stay seated in your chair• Please/Thank you	<p>Limited Choice:</p> <ul style="list-style-type: none">• Where should we talk – here or in the kitchen?• Put the pen on the table or in the box• Are you going to sit with the group or on your own?• I am making you a drink – would you like orange or lemon?• Are you starting your work with the words or the picture?
<p>Disempowering the Behaviour:</p> <ul style="list-style-type: none">• You can listen from there• Come and find me when you come back• Come out from under the table in your own time• Now you are in my office you can use those swear words to express your feelings	<p>Positive Scripts:</p> <ul style="list-style-type: none">• Classroom language• Walking feet• Listening ears• Kind words• Kind hands

