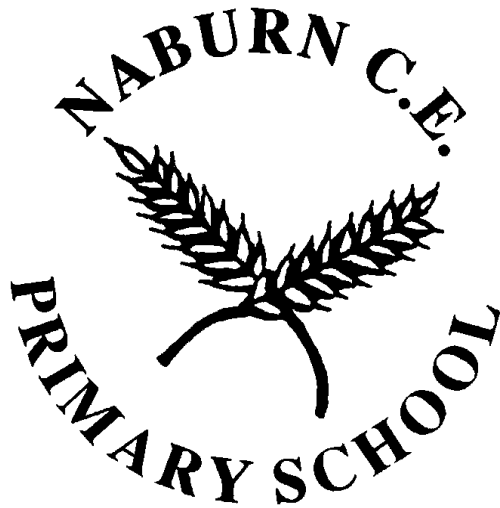


Naburn C of E Primary School



Behaviour Policy

Completed by: Kate Durham
Date Completed: September 2024
Review Date: September 2025

Naburn Church of England Primary School
Behaviour Policy

Rationale

We place friendship at the heart of our school and aim to ensure that all members of our learning community show the highest levels of care and concern towards each other, and for the world around us. We regard faith as being a driver of behaviour through our ethos based upon our teaching of Christian values. By encouraging high standards of behaviour through a positive approach that builds self-esteem and self-discipline, we seek to support our children as they learn to care for, and respect, both themselves and others. This behaviour policy has been developed in consultation with the children, staff, governors and the wider Naburn School community and is simplified in our expectations, The Naburn Way.

Aims

- To achieve the vision, values and aims of the school through the good behaviour and conduct of all members of the school community.
- To foster a happy, positive and caring environment that develops self-esteem, self-discipline and respect for others, particularly showing tolerance for those that might be different – we value all God’s children.
- To provide a caring culture where children feel safe and confident.
- To enable the school to function effectively as a learning and teaching community.

Whole school philosophy of behaviour

- All members of the school community will set high standards and expectations for the children’s behaviour and work. The use of positive language, praise, warmth and celebration of good behaviour underpin our philosophy.
- All members of the school community are unique and special. They will be encouraged to celebrate each other’s successes and to support each other in failure. This philosophy is designed to continually build positive self-image and high self-esteem.
- Learning to care and respect begins in the Foundation Stage and continues through Key Stages 1 and 2, with children developing an increasingly sophisticated understanding.
- Work in Personal, Social and Health Education, Religious Education and classroom activities in Circle Time all make a particular contribution to this area of the school’s work.
- The children will be given opportunities to reflect on behavioural issues in order to help them to improve their behaviour and conduct.
- Positive and constructive behaviour will be supported by an appropriate system of rewards and sanctions. These will be used to support a pastoral care system which makes the school’s expectations about behaviour clear to all children.
- All children will be encouraged to tell their teacher, headteacher, teaching assistants, support staff, parents or friends if they are experiencing any difficulties with other members of the school community in order that swift action can be taken to address the issues.
- Staff will be provided with training to enable them to carry out all aspects of care and control to support the school’s behaviour policy.
- We seek to work in partnership with parents and carers. We want the very best outcomes for our pupils and expect that their parents/carers will support us by upholding the aims and objectives of this Behaviour Policy.
- We are a wholly inclusive school and will not tolerate any behaviour that is deemed to be bullying, including any homophobic, biphobic or transphobic language.

Our philosophy can be summed up simply – The Naburn Way. Our core Christian values are embedded within – Aspiration, Respect, Community.

Whenever we see a rainbow in the sky, we can remember that God loves us and will always look after us.

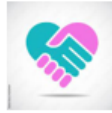
The Naburn Way

Always Try Our Best



Aspiration

Be Kind



Respect



Care For And Treat Others As

Community

We Would Like To Be Treated

Whenever we see a rainbow in the sky, we can remember that God loves us and will always look after us.

Celebrating Positive Behaviour and Social Norms

It is important that young people are frequently reminded and shown what positive behaviour looks like rather than always being told what not to do. It is important that children are clear that we have high expectations and what those expectations are. We want all our children to do their best and feel proud of their achievements. We ensure that we recognise and celebrate progress and achievements for individual children, including positive behaviour.

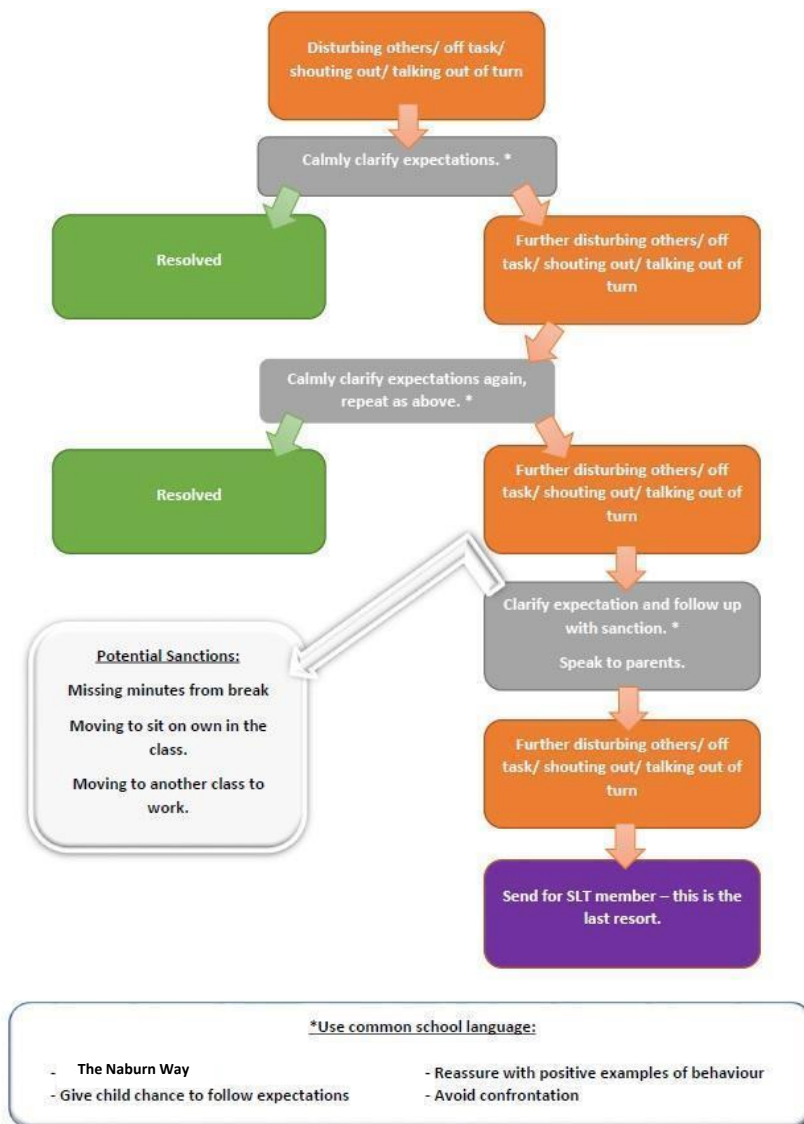
This comes in the form of:

- House points
- Stickers
- Special mentions in celebration worship
- Star of the week award
- Parents informed

Managing inappropriate behaviour

Inappropriate behaviour is when a child is not following 'The Naburn Way'. In response to this, the nature of the inappropriate behaviour will be made clear to the child. It will be made explicit that it is the behaviour of which we disapprove and not the child. We also do not tolerate any form of violence towards pupils or members of the school staff and will take appropriate measures should any such incident occur. We manage this behaviour as privately as possible and with a non-confrontational tone. We do not shout nor do we shame children in front of their peers.

Behaviour Flowchart



It is imperative that any sanction is acted upon as quickly as possible and fresh start commences immediately after a sanction.

Specific behavioural needs

Some children may be identified as having more serious behavioural needs and as a result may need a different approach. In this instance, the following steps should be followed:

1. Class teacher identifies that the child has additional behavioural needs which are not being met by the behaviour flowchart (shown above).
2. Class teacher liaises with a member of the SLT to share their concerns.
3. If deemed appropriate, an individual Passport and/or Pupil Management Plan will be made by the class teacher, a member of the SLT and relevant support staff.
4. Share the passport/support plan with parents and edit following parental input.
5. Share the passport/support plan with all relevant staff (including lunch time staff).
6. If the plan does not meet the needs of the child and his/her behaviour does not improve then seek further guidance from the HUB.

Managing inappropriate behaviour – Foundation Stage

There is a slight variation in policy and practice of the sanctions system in the Foundation Stage to reflect the age of pupils:

- EYFS staff model appropriate behaviours in different contexts and set good examples, teaching children about 'The Naburn Way'.
- EYFS staff demonstrate that the child is still valued even if his/her behaviour is unacceptable
- EYFS staff will make their disapproval obvious through facial expressions and gestures
- A verbal warning is given. It is at this point in the EYFS area distraction techniques are most effective, giving children a job to do or moving into a different area.
- If the behaviour continues, the child will be spoken to on a 1:1 basis, and will have some thinking time, and then asked to start fresh and show good behaviour, looking again at 'The Naburn Way'.
- When the consequence is complete, the EYFS staff should speak to the child and encourage them to articulate: What they did, why it doesn't fit into 'The Naburn Way' and what would be a better choice next time
- Regular communication in EYFS is key to supporting a child's positive behaviour within the school environment, as such staff will endeavour to speak to parents as often as they can..
- If a child's behaviour continues to be disruptive or inappropriate then a child would be sent to speak to a member of the SLT. This behaviour will be recorded on CPOMS.

Recording Behaviour

- A record of inappropriate behaviour is kept on CPOMS, to look for patterns or to share with parents/other agencies if there are repeated issues.
- Repeated poor behaviour will result in a sanction.
- Where appropriate, a sanction will be followed by a phone call home by the class teacher to inform parents that their child had to receive a sanction and the behaviour surrounding it. This will then be recorded on CPOMS.
- If inappropriate behaviour is repeated over a close time frame, parents will be invited in to meet with the class teacher and SLT member to discuss behaviour and rewards/sanctions, presenting a united front on tackling the inappropriate behaviour. Support from parents is always sought to bring about a change.

Lunchtime behaviour and conduct

The school has the same expectations of pupil behaviour and conduct at lunchtime as during lesson time. We aim to work together as a team and midday supervisors have full backing of the teaching staff. Pupils are expected to behave well at lunchtime and follow all instructions given by the midday supervisors. We believe that midday supervisors should be treated with the same respect as other adults, and that they should have access to the school system of rewards and sanctions:

- **Rewards:** Midday staff award pupils with house points in the same way as throughout the rest of the day.
- **Sanctions:** The same system as outlined in the section above is followed during lunchtimes. Children will be given a verbal warning. **Any time out should be issued immediately and as above commence a fresh start straight after. The time out should last for no longer than 5 minutes.** Class teachers are notified if any child has continued to not follow school rules at the end of lunchtime. If the time out is given at the end of lunch period, lunch time staff should advise the class teacher that they need to follow this up during the next play time.

Lunchtime supervisors will deal with the initial problems and try to resolve any conflicts. If there have been any incidents they will inform class teachers of any problems which have occurred, what they have done about it and ensure details of any inappropriate behaviour are logged. This enables patterns to be determined.

A member of the Senior Leadership Team or Headteacher is available at lunch times to support the midday staff whenever necessary.

Forgiveness

It is important that we ensure this policy is adhered to, but also that the child must be given a fresh start by staff. It is imperative that an apology be accepted and a clear 'wiping of the slate' is made, with children reminded that it was the behaviour that was unacceptable, and the child is forgiven. At all times, our Christian values will be used as a teaching tool, and as such our simple behaviour rules embody our core values.

Restrictive Positive Intervention

Key members of staff have Team Teach training to help reduce the risk of serious incidents occurring. The Team Teach approach is predominantly de-escalation and staff are highly skilled at using these techniques to support children. In order to protect children and staff, there may be times where the use of reasonable and proportional force is required.

Team Teach principles

- Communicating expectations clearly through a staged behaviour response system.
- Non-confrontational body language and facial expressions.
- Use of regulation spaces (e.g. library) to support children to have quiet space away from others when needed. This allows for learning to continue for other pupils within the classroom.
- Teaching the use of words to express emotions.
- Modelling of calming strategies and other co-regulation strategies (staff using presence and calm to support a child to feel safe and be able to connect with others and listen to instructions).
- Restorative conversations and discussions with those affected.
- Repairing any harm and helping to put things right.

Use of reasonable force

Guidance link -

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force . This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Suspensions and permanent exclusions

Naburn C of E Primary will use suspensions and permanent exclusions only as a last resort.

The Headteacher will have responsibility for suspensions. In the event of the absence of the Headteacher, Clare Burton (SLT) would have full delegated authority for statutory actions and other management responsibilities. The Headteacher should as far as possible avoid permanently excluding any student with an EHCP status.

Before deciding to suspend a child, the Headteacher will:

- Ensure that an appropriate investigation has been conducted.
- Ensure that all the relevant evidence has been considered.
- Give the child an opportunity to be heard.
- Consult other relevant people, if necessary

A decision to exclude a child permanently will only be taken as a last resort and when a wide range of strategies have been employed without success or if an exceptional 'one off' offence has been committed.

Equality Statement

Naburn School has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school is committed to gender equality and does not differentiate between the sexes in any aspect of the education, care or welfare of its pupils or staff.

We fully support the Valuing All God's Children guidance from the Church of England and are committed to educating our children about loving and respecting ourselves and each other. Life in modern Britain is to live well together with people of different race, sexual orientation or belief and we are committed to eliminating any discrimination on these grounds.

Child Protection Statement

Our school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and they are encouraged to seek help from, or confide in, members of staff. All staff understand their Child Protection responsibilities and will take appropriate action as laid out in our Child Protection Policy when necessary.

This policy should be read in conjunction with our:

- Anti-bullying policy
- Safeguarding policy
- Mental Health and well being policy
- SEND policy
- E-Safety policy
- Behaviour Curriculum