



Behaviour Policy

D20

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Contents

School Mission Statement.....	3
School rules, expectations and rewards.....	3
Whole school strategies.....	4
Restorative Approaches.....	4
Parent partnership.....	5
Exclusion.....	5
Care and control (Physical Restraint).....	7
Behaviour off site.....	8
Recording and reporting	8
Monitoring and reviewing.....	9
APPENDIX A: Roles and responsibilities.....	10
APPENDIX B : Governors statement of general principles with regards to behaviour Norris Bank definition of good	11

School Mission Statement

At Norris Bank Primary School we endeavour to work in partnership with all members of the school community to make teaching and learning exciting and enjoyable. To support and challenge every child to achieve at the highest possible level and to create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our rapidly changing society.

At Norris Bank Primary School we believe that it is an important role of the school to develop an environment in which children can form positive relationships with their peers and adults. Based upon this, children will be encouraged to develop self-discipline, a sense of responsibility and an awareness of the needs of others. The foundation for this are our GROW values which underpin everything we work on within school. These values stand for:

- Goals
- Respect
- Ownership
- Working together

These key values underpin our philosophy for behaviour at Norris Bank Primary School.

Linked to our GROW values; rewards and sanctions are also used where necessary and as appropriate but the focus is on the harm done and not the rule broken and we prioritise repairing and strengthening positive relationships.

1. School Golden Rules

These basic rules which are intrinsically linked to our GROW values are as follows:

- We are kind and helpful: RESPECT
- We are honest: RESPECT
- We look after property: OWNERSHIP
- We work hard: GOALS
- We take responsibility for how we act: OWNERSHIP
- We listen and work well with everyone: WORKING TOGETHER

2. Expectations of Behaviour:

Expectations for behaviour are discussed at the start of each year during circle work, PSHCE lessons and assembly times where clear boundaries and expectations are agreed between classes and their class teacher. This enables the children to feel ownership of their class expectations.

3. Rewards:

At Norris Bank Primary there are a variety of reward systems used throughout the school. These support both our GROW values and learning behaviours.

Positive learning behaviours are given a high status through a variety of approaches e.g. Class Dojo systems and whole class rewards. Agreed behaviour skills are rewarded and promoted in every lesson and by every adult ensuring that all children are familiar with high expectations and are therefore accountable for them. Areas to develop are also monitored

but the emphasis is on positivity, collective responsibility and opportunity to succeed all of which are showcased through every classes GROW display.

Positive learning outcomes are always encouraged. In every class, GROW certificates are given out each week to one child in every class. The focus of these certificates are our GROW values: Goals, Respect, Ownership and Working together. A child who has been nominated 'Growing star of the week' has really demonstrated a value that they have excelled in; these are presented during our Friday GROW assembly.

4. Whole School Strategies (including playtime and lunchtime):

All strategies, including quality first teaching, aim to promote a Restorative Approach:

- Use of 'Circle Work' to discuss issues and themes which form part of the school's PSHE programme of work, to develop skills to promote independent problem solving and to learn coping strategies;
- All classes display our GROW values and Golden rules.
- All staff use the themes of the Restorative Approach. They are all trained in using the 5 questions when dealing with an incident of harm.
 1. **What happened?** What then? What was happening before?
 2. **What were you thinking when that happened? What did you feel inside when it happened?** What were your thoughts and feelings before it happened? What was the hardest thing?
 3. **How are you now? Who else has been affected?**
 4. **What do you need to feel better?** What do you need now? What do you need to move on from this? What does anyone else need?
 5. **What needs to happen to put things right?** What will this look like? How does that leave you feeling? Are you ok with that? If you can't do this, what can you do?
- Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with each other.
- Weekly assemblies celebrate successes including good behaviour.

5. Restorative Approaches to problems:

Unacceptable behaviour is dealt with in different ways depending on the incident.

- All staff have been trained in Restorative Approaches (RA) and deal with incidents which arise using the RA model.
- All Restorative Conversations are logged securely, where appropriate, and monitored by a member of SLT.
- When there has been a serious incident, the Head Teacher or another senior member of staff is informed immediately and parents will be contacted.
- Serious incidents will be dealt with on a case by case basis and may lead to a fixed term or permanent exclusion.

6. Procedures:

1. A verbal warning is given and the undesired behaviour is identified and explained to all parties involved.
2. If the negative behaviour persists the child will miss 5 mins of their playtime with their class teacher. Their behaviour is logged in the class behaviour book.
3. Further misdemeanours result in the child moving to a more serious consequence. The behaviour is dealt with through a restorative conversation by the adult dealing with the behaviour and the parents informed by the class teacher.
4. We have a zero tolerance where a child has been deliberately physical with another child and this will result in an immediate sanction.

If the continued behaviour occurs during learning time, the child will move to another classroom/area with work to complete. If unacceptable behaviour occurs at play time, lunchtime or assembly time, the class teacher must be informed.

In cases where individual children experience difficulty with behaviour in school, and little progress in modifying their behaviour is noted following the consistent use of the school's typical range of rewards and sanctions, the child will need to be considered for a specific program of behaviour support provided by the behaviour support service. In these circumstances an Individual Behaviour Plan (IBP) will be kept identifying an achievable target and will be shared with parents. For further information on SEN and behaviour procedures see the 'School Offer' on the school website.

Invaluable support for pupils who demonstrate persistent poor behaviour can also be accessed from the:

- Educational Psychologist
- Behaviour Support Team
- School Health Team
- Stockport Family

7. Parent Partnership:

We give high priority to clear communication within the school and to a positive partnership with parents. The school will communicate high expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation and be part of the supportive process. Any further disciplinary action will always be discussed with the parents or carers.

8. Exclusion:

Where children persistently challenge the behavioural expectations of the school, the governing Body has decided that the following sanctions can be applied:

- The Headteacher may exclude children during lunch break- for inappropriate behaviour during lunch break
- The Headteacher may exclude children for up to 5 days

Unacceptable behaviour that may result in an exclusion include

- **Physical assault against a pupil**
 - E.g. Fighting, wounding
- **Physical assault against an adult**

- E.g. Violent behaviour
- **Verbal abuse**
 - E.g. Swearing
 - E.g. Homophobic abuse, harassment
- **Threatening behaviour**
 - E.g. Carrying a weapon
 - E.g. Verbal intimidation
- **Persistent disruptive behaviour**
 - E.g. Disobedience
 - E.g. Violation of school rules
- **Drug and alcohol related**
 - E.g. Possession of drugs
 - E.g. Smoking
 - E.g. Substance abuse

Any long-term exclusion (over 5 days) has to be sanctioned by the Governing Body and the Local Authority (L.A) provide provision for full time education for pupils who receive an exclusion of 6 days or longer. The Education and Inspections Act 2006 required schools to provide, by September 2007, full-time and suitable education from day six of a pupil's fixed period exclusion. The provision could be located off site or in provision shared with other schools. Local authorities were required to make suitable arrangements for permanently excluded pupils from day six of the exclusion, replacing the expectation that they make provision from day 16. This provision will be provided by another Stockport Primary School.

Day one to day five of a fixed period exclusion

Parents are legally required to make suitable arrangements for the supervision of their children for all exclusions of between one and five days inclusively. The school will ensure that all parents of excluded pupils are informed appropriately of their responsibilities with regard to appropriate supervision of their child whilst excluded. The class teacher will ensure that adequate and appropriate work is provided for completion at home during the period of exclusion. Parents should return the completed work and arrange with the teacher to provide more if necessary.

From day six of a fixed period of exclusion

We will be working in partnership with another Stockport Primary School in Stockport, identified by the authority, to provide full time education for any pupil from the 6th day onwards until the exclusion ends. If a pupil received allocated support, it is expected that this support will transfer with them for the duration of the exclusion. If there are issues of access for any pupil, we will ensure that a suitable school is found within the Local Authority.

Parents will be expected to work with the school to ensure that their child attends the alternative provision for the duration of the remainder of the fixed term exclusion. If a parent does not ensure that their child attends the provision made, it will be recorded as an unauthorised absence and dealt with by the school and education Welfare Service within their procedures.

Planning of the off-site provision

The Headteacher or class teacher will agree arrangements with the parent(s) to plan for the child continuing education during the exclusion to ensure that the pupil, parent and both schools are in full agreement with the arrangements for the child to attend the alternative school.

Reintegration Meetings

Following all instances of exclusion, the Headteacher will arrange a reintegration interview at a mutually convenient time for the school and parent. Consideration will be given to using the Individual Behaviour Plan at the reintegration meeting which will look at formalising targets for the pupil, school and parent to work together to reduce the likelihood of future exclusions.

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly. These include, a high adult to child ratio during the more unstructured times of the day, use of adult play leaders and sports coaches, identified adults for some children and learning support assistants.

9. Care and control (physical restraint)

The school adheres to the Stockport local authority care and control guidance March 2021. 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.
- To give first aid.

Circumstances Justifying Physical Intervention

This can range from guiding/supporting 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.

Schools generally use force to **control** pupils and/or to **restrain** them. Control means either passive physical contact, such as standing between pupils, or active physical contact such as leading a pupil by the arm out of a classroom.

Circumstances include:

- a) At imminent risk of causing personal injury to self.
- b) At imminent risk of injuring someone else.

- c) Causing significant damage to property.
- d) Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out of school activity.

As part of our duty of care the school will make reasonable adjustments for disabled children and those with SEND.

Any child whose behaviour is of a concern will have discussions on a case by case basis with parents and the relevant outside agencies to risk assess that child and determine the circumstances/conditions when intervention may be necessary when strategies for preventing and de-escalating the behaviours that precipitate the use of physical intervention have not done so.

Where restraint has been deemed necessary then staff members will be given specific training and use specific agreed techniques which will be set out within the child's risk assessment and management plan.

10. Behaviour Off Site

The school has the power as set out in the DfE 'Behaviour and discipline in schools' January 2016 (updated September 2020) to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable.'

Examples of this could include:

- Taking part in any school organised or school related activity
- Whilst on a residential
- When the behaviour off site would impact on the child or another child when in school setting

11. Recording and reporting of incidents

Any Restorative meetings are documented in the school's recording system.

The reports that the school sends to the Local Authority are listed below:

- Accident/Incident Report Form (RIDDOR) - the school is required to complete an electronic form following reportable accidents or incidents resulting in injury that occurs in school, and return a copy to the Health and Safety Team at the Local Authority.
- Exclusion Notification Form - an exclusion notification form is completed and signed by the Headteacher following every exclusion issued. This is sent to the Education Officer (Inclusion) at the Local Authority, who monitors all exclusions, notifies other relevant services of exclusions where appropriate, and produces annual statistics on the number of exclusions in the borough.
- Hate Incident Report Form - this report form is completed and returned to the Local Authority's Inclusion Support Team following every incident that occurs in school. The form does not identify either the victim or the perpetrator of the hate incident.
- Incidents are reported at Governor's Meetings.

- Physical Intervention Reporting Form - a report form from the Care and Control Guidance is completed and kept securely in school. A copy is returned to the Inclusion Support Officer at the Local Authority following every occasion where a member of staff has physically intervened with a pupil.

12. Monitoring & Reviewing:

Any issues with behaviour are discussed in the weekly phase meetings with all staff, as appropriate. Informal discussions can be held with the SENCO, phase leaders and Head Teacher, which may inform planning or classroom management.

The Behaviour Policy is reviewed every two years, with all the staff and Governors having an opportunity to contribute to discussions.

Throughout the year the Senior Leadership Team (SLT) meet with class teachers for Pupil Progress Meetings to discuss the progress, attainment and behaviour of the children in each class.

Pupils, parents, staff and Governors will be consulted about any proposed changes to the published documents.

APPENDIX A

Roles and responsibilities:

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school
- ensure all school personnel, pupils and parents are aware of and comply with this policy
- work hard with wider school community to create an ethos that makes everyone feel valued and respected
- promote good behaviour by forging sound working relationships with everyone involved with the school
- encourage good behaviour and respect for others, in order to prevent all forms of bullying
- ensure the health, safety and welfare of all children in the school
- work closely with the governors and coordinators;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Phase Leaders (SLT)

The coordinators will:

- lead the development and implementation of this policy throughout the school
- work closely with the Headteacher
- provide guidance and support to all staff
- complete and/or support the completion of any necessary report forms
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- monitor school support systems with an emphasis on their particular phase
- deal with external agencies
- review and monitor any behaviours/interventions that are being supported within their phase
- annually report to the Governing Body on the success and development of this policy

Role of School Staff

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently
- promote self-discipline amongst pupils
- deal appropriately with any unacceptable behaviour
- discuss pupil behaviour and discipline regularly at phase meetings
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- attend periodic training on behaviour management
- ensure the health and safety of the pupils in their care

- identify problems that may arise and to offer solutions to the problem
- report and deal with all incidents of discrimination
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour
- obey all health and safety regulations in all areas of the school;
- listen carefully to all instructions given by the adults;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive

Role of Parents and Carers

Parents/carers are encouraged to:

- comply with this policy
- have good relations with the school
- support good behaviour
- ensure their children understand and value the meaning of good behaviour
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school

APPENDIX B

Governors statement of general principles with regards to behaviour Norris Bank definition of good

Rationale and purpose:

1. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools January 2016 (updated September 2020)).
2. The purpose of the statement is to provide guidance for the Head Teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governor's support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the school's Behaviour Policy, though she should take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in the DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers and school staff.

4. The Behaviour Policy should be publicised, in writing, to staff, parents/carers and children and available on the school website.

Principles:

1. *High standards of behaviour:* The Governors of Norris Bank Primary School believe strongly that high standards of behaviour are integral for a successful school that enables all its children to make the best possible progress in all aspects of their school life and work and all staff to be able to teach and promote good learning without interruption.
2. *Right to feel safe at all times:* All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between children. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
3. *Inclusivity:* Norris Bank Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010 (last updated June 2015)). To this end the school should have a clear and comprehensive Anti-bullying Statement that it is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
4. *Equality:* The school will adhere to its legal duties under the Equality Act, 2010 (last updated June 2015) in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.
5. *Home-School Agreement:* Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school. The responsibilities of children, parents/carers and school staff with respect to children's behaviour should be outlined in the 'Home-School Agreement'.
6. *School Rules:* The School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all children. The governors expect the rules to be consistently applied by all staff.
7. *Rewards:* Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere.
8. *Unacceptable/poor behaviour:* Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied. The range of sanctions should be described in the Behaviour Policy so that children, staff and parents can understand how and when these are applied. The governors strongly feel that exclusions, particularly those that are permanent, should be used only as a very last resort.
9. *Power to use reasonable force/restraint or make physical contact:* the situations in which reasonable force/restraint may be used (including removing disruptive pupils from classrooms, or preventing them from leaving). A definition of 'reasonable force' and/or link to supporting guidance which covers this should be included, which should also explain how and when pupils may be restrained. Governors would expect appropriate staff to be trained in the use of reasonable force and restraint.

a. *The power to discipline outside the school gates:* disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the child is taking part in any school-organised or school related activity.

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Governing Body advises the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.