

Behaviour Policy



'To be the best that we can be, in everything that we do.'

Behaviour Policy Principles

The Isaac Newton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our school community, we adhere to our values of: Respect, Pride, Responsibility, Kindness & Resilience.

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Focus on the behaviour and the 'choices' that a child is making rather than the child themselves
- Encourage students to recognise that they are responsible for making the 'right' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome students at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations

- Encourage the use of positive praise e.g. conversations with pupils, parents & carers, certificates, stickers, school social media, phone calls, newsletters, emails & messages.
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour and Conduct

Our School Rules:

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

These principles are discussed with the children at the beginning of each academic year by class teachers. Class teachers are responsible for breaking down the 3 simple rules further and making sure that they are understood by all children within their classes at an age-appropriate level. Each class' school council representative subsequently provides feedback to the school council about what these rules 'look like at Isaac Newton'. This information is then used to update the section below and acts as a reference point for children and staff throughout the year.

Rule	What does this look like at Isaac Newton?
Be Ready	***
Be Respectful	***
Be Safe	***

Rewards:

Praise

- It is more effective to reward than punish. The most readily available reward is praise from the teacher.
- Praise and encouragement form the basis of all rewards.
- Praise from the teacher is most effective when directed to details of performance - a precise definition of what has been achieved.
- Praise or reward should follow immediately whenever possible.

Verbal praise

This can be given by teachers, teaching assistants, instructors, lunchtime supervisors etc. It can be individual, group, class or year group.

Responsible Jobs

Each teacher can consult with their class to find out which jobs they would like to do and these can be used to reward good behaviour.

Achievement Stickers and Stamps

Teachers will award achievement stickers and stamps as appropriate.

House Point Certificates/ Classroom Dojo.

House Point certificates will be awarded to children after reaching 25, 50 and 100 points and will be given out in assembly. In Key Stage One and EYFS, children are rewarded with 'dojo' points. They also receive a certificate once they reach key milestones.

Sharing the achievement with others.

During each Friday Assembly the staff member leading the assembly will read out the names of the pupils in the "Golden Book". Children in the book will be recognised for their work, improvements etc. during the week.

Sanctions

Should positive reinforcement be unsuccessful sanctions will be used.

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others as well as the individual
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff in-line with our school rules. This will help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult strategies to develop excellent behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Application of sanctions

Sanctions should be given with the emphasis on the unacceptable behaviour and not the child. It should be made quite clear to the child that the rebuke is due to their chosen behaviour.

When applying sanctions we try to:-

- avoid confrontation
- listen
- establish facts
- judge only when certain

We must always be ready to praise good behaviour/achievements to avoid the situation when only bad behaviour receives attention.

If a child is behaving inappropriately they will be given the chance to come back on task by using a variety of methods already in use within the classroom. These may include:-

- the look which says "I am aware of and disapprove of your behaviour."

- physical proximity to the child.
- mentioning the child's name while teaching.
- focusing on the appropriate behaviour of others and commenting on their behaviour.
- talking to the child

Every child must be made aware of our expectations and the rules that will be enforced to achieve them.

If a child chooses to break a rule then they will know that an unavoidable consequence will follow. We must be consistent in our use of these consequences.

The sanctions that we have chosen for inappropriate behaviour are progressive and start with a verbal warning and then follow these steps (depending upon year groups and class or break times):

Break Times

1. The child will be **warned** about their conduct – so that they have the opportunity to rectify or change behaviours.
2. The child will **walk with a supervising adult** in order that they can be monitored for a specific period or the rest of the break time
3. The class **teacher will be informed** – this should also be the case where there is persistent misbehaviour at a low level
4. The class teacher will **inform the phase leader** who will determine any further actions, including discussing the behaviour with the child
5. A member of the **Senior Management Team*** will be informed and take any necessary actions. The class teacher should ensure that parents/ carers are informed at this step if there has been no previous communication regarding the behaviour.

**The Senior Management Team refers to the Headteacher, Deputy Headteacher and Assistant Headteacher.*

Class Time

1. **Pre-emptive measures-** will be taken when pupils are displaying signs that they may not be able to manage their behaviour in the immediate future but have not yet displayed the behaviours that would lead to sanctions. Action in such cases may include delivering messages, self-initiated time out, a quick job etc.
2. **Verbal warning-** the child will always be told the reason for which they are being warned and prior to receiving a warning each child will have been given an opportunity to correct their behaviour. The warning will reinforce the behaviour that the teacher expects to see and make clear the consequences that will follow if the behaviour does not cease.
3. **Time out within class-** should a child not correct their behaviour following a verbal warning, or gain a warning for an act from which they need time to cool down, then they will be given time out. They will continue with their class work but will be moved to a different part of the room. This will give the child time to reflect on his/her behaviour without falling behind with their work. Once the teacher deems it suitable the child will be returned to his/her original position. At some point during this step there should be a one-to-one discussion with the child regarding their behaviour. The teacher should remind the child about behaviour
4. **Missed break time-** should time out not be effective in addressing the behaviour or be deemed an appropriate step then children will miss either part or all of their break time with the teacher or will accompany them if they are on duty at break time.
5. **Referred to the phase leader-** should behaviour not improve following the implementation of the previous step(s) then the child will be taken to the phase leader to discuss their behaviour and determine any further actions. This step may also be taken should there be a number of behavioural incidents throughout the day or if the incident is such that it warrants this next step.

6. **Referred to a member of the senior management team-** should the previous step not have been effective in addressing the behaviour or if this is deemed appropriate by the phase leader, then the child will then be taken to a member of the senior management team to discuss their behaviour further and determine any necessary actions. This step may also be taken in the event of a serious misbehaviour or should the child refuse to follow instruction from the teacher regarding the previous step. The class teacher should ensure that parents/ carers are informed at this step if there has been no previous communication regarding the behaviour.

The above steps should be followed in the same way during PPA time or when there is a cover teacher. The cover teacher or lead teacher is responsible for that class or group and would fulfil the role of 'teacher' as outlined in the steps above.

It is up to the teacher to determine at which point it is appropriate to inform parents/ carers about their child's behaviour. This decision will be based on the knowledge of the child and the number or severity of behavioural incidents. All staff should recognise the importance of engaging with parents/ carers effectively to support good behaviour.

All children

Screening and Searching

There may be times when it is necessary to search pupils. At Isaac Newton we follow The Department of Education guidance which can be found at www.education.gov.uk

Conduct Outside of the School Gates

The school will investigate incidents of non-criminal misbehaviour or bullying which occurs off the school premises and will respond accordingly, as outlined in this policy. The school will investigate such incidents when they are witnessed by a staff member or reported to the school. Following an investigation, and depending on the findings, the school may take the following steps to address the behaviour:

- **Verbal Warning-** An appropriate member of staff (e.g class teacher, phase leader, Assistant/Deputy Headteacher or Headteacher) will discuss the misbehaviour with the child. This will give the child the opportunity to consider the impact of their behaviour on others and to take steps to ensure that this improves for the remainder of the half term.
- **Break Detention-** Should the behaviour not improve following a verbal warning then the child will miss part or all of their break time with an appropriate member of staff (as outlined above). At the end of the detention the child's behaviour will again be discussed. Parents/Carer may be told of the behaviour at this point.
- **Meeting with Parents/Carers:** Should the previous steps not have the desired impact and the misbehaviour continues, then parents/ carers will be invited in for a meeting with a member of the Senior Management Team. At this meeting the behaviour will be discussed and strategies put into place to prevent further incident. Strategies may include steps such as the school requesting that children be escorted to and/ or from school by parents/ carers via the school office.

On occasion it will be necessary to miss out some of the sanctions, going straight to any of the steps without having gone through each step in order. Such cases could include situations where a child is a danger to themselves or others and as such is unsafe to be travelling to and from school independently. In such situations we would go straight to a meeting with parents and seek advice and support from other services and professionals if necessary. Other appropriate sanctions may also be used. These sanctions will be in-line with those outlined within the behaviour policy.

Covid-19

Within the context of their individual cognitive abilities, pupils will be taught and then expected to:

- Follow any altered routines for arrival or departure.

- Follow school instructions on hygiene, such as handwashing and sanitising.
- Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing).
- Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands.
- Tell an adult if they are experiencing symptoms of coronavirus.
- Follow rules about sharing any equipment or other items including drinking bottles.
- Follow amended expectations about breaks or play times, including where they may or may not play.
- Follow procedures for the use of toilets.

Significant or persistent breaches of the above will be dealt with in-line with this policy.

Exclusion

Should a child perform an act which endangers themselves or others, is a deliberate act of vandalism or goes deliberately and significantly against the school rules then he/she **can** be excluded. The exclusion may be for particular parts of the day (such as lunch times) or may be for a day or series of days. The length of the exclusion will depend upon the individual's actions and will be decided on a case-by-case basis. All decisions to exclude will be made in conjunction with the Trust's Chief Executive Officer and/ or the Director of Education (Primary). Whilst exclusions are few and far between they may occur for the following reasons:

- Physical assault against pupil
- Physical assault against adult/staff
- Verbal abuse/threatening behaviour against pupil
- Verbal abuse/threatening behaviour against adult/staff
- Bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- An offensive weapon eg knife
- An object used offensively eg stabbing with a compass
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

All exclusions will be made in-line with the Trust's Exclusion Policy which can be found at:

<https://citacademies.co.uk/wp-content/uploads/2021/08/Exclusion-Policy-July-2021-1.pdf>

Please note:

In some cases children will have specific plans or systems relating to their behaviour. These may or may not be formally recorded depending upon the individual needs of the pupil. They may also be used for a short period or embedded over the medium to long term – again depending upon pupil need. All such plans/systems will be shared with the Headteacher and SEN&D co-ordinator.

Specific will show regard to any diagnosis or disability which a pupil may have. For example we will take a calm and empathetic approach to pupils who have autism in order to give the pupil time to process the instructions given and then respond appropriately.

On occasion it will be necessary to miss out some of the sanctions, going straight to any of the steps without having gone through each step in order. Such cases could include situations where a child is a danger to

themselves or others and as such is unsafe to be on school premises. In such situations we would go straight to the exclusion step.

If a child fails to complete work within class (which is within their capability) then the school policy is to keep the child back at break in order to complete said work.

In certain cases, following a thorough risk assessment, we may make the difficult decision not to allow pupils to attend school trips, sporting fixtures or other events due to ongoing concerns regarding behaviour. The safety and safeguarding of pupils is of paramount importance and any such decision will only be made in conjunction with the headteacher and will not be taken lightly. Parents/ carers will be informed directly by the headteacher if such a decision is made.

Bullying

Everyone at Isaac Newton School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

Definition of Bullying:

"Bullying is **deliberately** hurtful behaviour that is **repeated** or *has the potential to be repeated* over a period of time, making it difficult for the person concerned to defend themselves".

There are different sorts of bullying, but the main types are:

Physical	Hitting, kicking, taking or hiding belongings including money.
Discriminatory & Prejudicial	Treating others differently or being un-kind and hurtful based on factors such as race, age, sex, or disability.
Verbal	Name calling, teasing, insulting, writing unkind notes
Emotional	Being unfriendly, excluding, tormenting, spreading rumors, making gestures or giving 'looks'.
Exclusion	A child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends.
Criminal	Pupils may have their property damaged or stolen.
Threatening	Threats may be used by the bully in order to get what they want
Cyber	Using ICT for any of the above (e-mail, mobile phone etc).

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

The school works hard to ensure that all pupils know the **difference** between **bullying** and simply **"falling out"**.

Actions to Tackle Bullying

Prevention is better than cure so at Isaac Newton we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents using CPOMS. The class teacher of the victim will be responsible for this and will be required to inform the Headteacher of the record and the action taken. Older pupils may be asked to write a report of any incidents themselves. This will ensure effective monitoring of such occurrences, and to facilitate co-ordinated

action. If any single incident includes racist or homophobic abuse then it should be reported to the Head Teacher and be recorded on CPOMS. CPOMS will also be used to record incidents of misbehaviour that are persistent, result in contact with pupils' Parents/Carers or at the discretion of the Headteacher.