



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## Behaviour Policy

Governors' Committee:	Curriculum & Standards Committee
Adopted by the Governing Body on:	October 2019
Signed: (Chair of Committee)	
Signed: (Federation Principal)	
Proposed date of review:	October 2020



## A. RATIONALE

- This policy is a statement of the strategies that staff at Castle Newnham School will employ in order to maximise the learning potential of every pupil within school and create a culture where civilised and respectful behaviour is to be seen everywhere, both in and out of lessons.
- The policy reflects the commitment of the school to support all children in engaging with their learning and to contribute to ensuring that pupils leave the school prepared to be good future adult citizens.

## B. AIM

- To create a positive learning environment within the school.
- To ensure all pupils have a right to learn in a safe, orderly environment.
- To ensure a consistent approach by all staff in order to maintain an effective working environment in all areas of the school.
- To ensure that pupils have a developing understanding of the common values that underpin good behaviour and successful learning.
- To uphold values of common decency where bullying and racism are not tolerated.

*“The quality of learning, teaching and behaviour in schools are inseparable issues and the responsibility of ALL.” (Sir Alan Steer, 2010)*

### B.1 PRINCIPLES

A range of strategies are available to staff for the encouragement and reinforcement of good behaviour based on common human decency within our school charter - Courtesy, Common Sense and Co-operation (3C's).

For the school to be successful, it is essential that the educational process takes place in a civilised, calm and pleasant environment. All pupils will be taught and all staff will model acceptable behaviours. Staff will, therefore, demonstrate their own adherence to the underlying values of the school by the way they address the pupils. Pupils should be encouraged to self-regulate their behaviour with the school charter of the 3C's kept in mind at all times.

- It is easier to ensure good standards of behaviour when rules are clear, visible and well defined.
- Pupils need to be aware that rules are linked to their rights and responsibilities.
- Most problems will be dealt with in the classroom.
- Staff should use a wide range of strategies to encourage good behaviour.



## C. PROCESSES – PRIMARY (Reception to Year 6)

### C.1 PRAISE AND ENCOURAGEMENT

A range of strategies are employed by staff to encourage positive behaviour in school. Each class will have discussed acceptable behaviours so that expectations by all children are clear. Staff will have a visual representation of these behaviours on display in the classroom e.g. class charter or a list of rights and responsibilities in the classroom and school.

**Verbal praise** – providing immediate verbal praise to a pupil.

**Dojo Points** - provide an immediate reward and recognition of smaller achievements and positive behaviour/attitudes all related to our school values. Certificates and prizes will be awarded weekly in assembly.

**Merit Points** – will be awarded for excellent effort in any area of learning.

**Values certificates** – are given out in the 'Values Assembly'. Certificates are awarded for specific significant actions related to our school values. PE values certificates will also be given out. Parents can nominate pupils for a values certificate.

**Lunchtime stickers** – will be awarded for values displayed in the playground and dining hall at lunchtimes. Lead LTS will select the class of the week.

**Class rewards** - all class Staff have the opportunity to introduce their own additional class rewards where appropriate e.g. table points, as long as they do not overlap current rewards.

Regular opportunities will be provided for public acknowledgement of positive contribution such as half termly reward assemblies, use of social media such as Twitter, as well as individual phone calls home and e-mail/text messages.

### C.2 THE CORRECTION OF INAPPROPRIATE BEHAVIOUR

A range of strategies are available to staff to use to correct inappropriate or unacceptable behaviour – the focus is always on the behaviour displayed, rather than the pupil. Corrective behaviour discussions will not demean or humiliate the pupil. The core aim of a warning is to remind the child whilst interrupting the pace of the lesson as little as possible - i.e. a yellow card may be given to a child as a warning and the discussion surrounding what behaviour was wrong undertaken when there is a natural break in the lesson.

**IN EYFS** the following strategies are used:

1. First verbal warning - if the teacher expectation is not met
2. Second verbal warning to reinforce the expectation
3. Time out within the foundation stage using a 'Time out' mat on which children are expected to sit sensibly. This period of time is measured using a timer.
4. Children may miss some of their playtime
5. Children lose their choice and the activity becomes adult directed

**In Y1 to Y6** the following strategies are used

1. First verbal warning - if the teacher expectation is not met
2. Second verbal warning to reinforce the expectation
3. Yellow card – if a child has to be spoken to again
  - a. Consequence is 'timeout' missing 10 minutes of break/lunch



4. Red card – if a child continues to show challenging behaviours. The child has to see the appropriate senior member of staff and their parents are informed by the class teacher.
- Any child given a red card will be noted on the school's on-line behaviour system with a short explanation
  - Any 'extreme behaviours' (e.g. racist/homophobic behaviours or bullying) will automatically be given a red card with an appropriate explanation on the on-line system
  - If a child receives more than one red card in a week, then they have to attend a meeting with the Head of Primary and their parents/carers
  - In extreme cases children can be sent to a member of the senior staff for the time out or internal exclusion period

## D. PROCESSES – SECONDARY (Year 7 to Year 11)

### D.1 PRAISE AND ENCOURAGEMENT

Whilst we encourage pupils to be intrinsically motivated, we believe that public recognition of achievement is also crucial for pupils. Individual class teachers/subjects may use their own reward systems in class, yet the following strategies apply to all year groups in the secondary phase:

**Verbal praise** – providing immediate verbal praise to a pupil

**Praise texts** – these are sent home when a pupil has been recognised for demonstrating excellent use of the school charter or for excellent work in class. Text messages will usually be sent home on the day that the behaviour has been recognised.

**Praise phone-calls** – where relevant, staff will endeavour to contact parents directly to recognise pupil achievement within a lesson.

**Certificates** – these are issued termly for recognising excellent achievement within specific subjects.

### D.2 THE CORRECTION OF INAPPROPRIATE BEHAVIOUR

A range of strategies are available to staff to use to correct inappropriate or unacceptable behaviour. There is a notional rising scale depending on the severity or frequency, but teacher or senior leader judgement is also vital in ensuring that our high expectations of behaviour are met. As a general rule, the following systems apply, all with a view to helping pupils reflect on their behaviour and learning about the strategies required to manage and improve their behaviour in school:

- **Minor incident** - strategies should be considered with a view to diffusing the situation or preventing further escalation. This step is an individual approach that will be taken by the subject teacher.
- **Continuing low level issue in lesson** – Reminder. Short conversation held at the end of the lesson.
- **Persistent issues in lesson** – Warning. Conversation with pupil with possibility of catch up work or community service issued.
- **Serious issue within lesson, impacting upon learning** – On call. A senior member of staff is called to attend the lesson with a view to support the class teacher with rectifying the behaviour so that the pupil can return to the lesson. The class teacher will set a



community service sanction and will look to discuss the issue with parents/carers within 24 hours.

- **Red card** - If the member of senior staff is called back to the lesson OR feels that the pupil should not return to the lesson, the pupil will be kept in isolation for the remainder of the lesson. Contact home will be made so that parents are aware, along with a restorative conversation at the earliest opportunity so that pupils understand what they must do to prevent the issue from repeating.

## FORMAL CONSEQUENCES (All Phases)

### D.3 Use of Internal Isolation

Use of this sanction may be deemed necessary if a pupil has seriously misbehaved during lessons or at break/lunch. This sanction will involve the pupil being kept apart from his/her peers for the whole/part of the school day.

- The intention of internal exclusion is to give a clear message that poor behaviour will not be tolerated.
- The pupil will be expected to complete work that ensures they do not fall further behind with their studies.
- Where relevant, the pupil may be assigned a key staff member to work on improving behaviour.
- Internal isolation will also impact upon the pupil's free time at break and lunchtime.
- Following an internal isolation, pupils may be required to complete a target book that is aimed at addressing the behaviour concern.
- It may be appropriate for the school to discuss with parents, the option of a referral for additional outside agencies to support a child at this stage, with the view of reducing the chance of further issues.

### D.4 Fixed Term or Permanent Exclusion

A fixed term exclusion may be issued as a consequence of a serious incident in school such as aggressive or violent behaviour towards another member of the school community. Additionally, a fixed term or permanent exclusion may be applied if a pupil brings a dangerous item or substances illegal for those under 16 into school. A fixed-term exclusion may also result from a series of poor behaviour where other sanctions have failed to impact positively.

- The external exclusion of a pupil is a last resort and is not regarded as being for the benefit of the pupil in question.
- It is a step which is taken to preserve the safety and education of other pupils.
- Pupils need to understand that they are part of a wider community and that membership of that community requires expectations to be met.
- Fixed term exclusions are reported to the Local Authority Support Team and may incorporate a request for alternative provision.
- Parents and governors will be notified.

Re-admission will involve the completion of a support plan tailored to support the pupil.

A pupil could be excluded for one or more fixed periods, for up to 45 days in any one school year.

In very rare circumstances where pupil safety or wellbeing is seriously at risk then a permanent exclusion may be considered. Parents or carers have the right to appeal a permanent exclusion by approach to the governing body.



## E. MONITORING, ASSESSMENT & EVALUATION

Information to assist with the monitoring of the policy will be collected in the following ways:

- Lesson observations
- Pupil and parent feedback
- Staff feedback
- Attendance data
- Data recorded on SIMs related to achievement and behaviour incidents
- Records of exclusions
- External monitoring such as provided by the Local Authority, partner schools, Ofsted or other professional bodies.

This monitoring activity will allow us to evaluate the impact of the policy on pupil achievement. A termly report on behaviour will be included in the Federation Principal's report to governors.