

This policy should be referenced alongside the following school or LA policies: Anti bullying, E safety, Attendance and Punctuality, Use of reasonable force, Equal opportunities, Health & Safety, Safeguarding and Child Protection, Special Educational Needs and Disabilities, SMSC, RSHE policy.

The school behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEND. Punishment must be reasonable and account must be taken of the pupil's age, any special educational needs or disability they may have. (Section 91 of the Education and Inspectors Act 2006).

A Normanton All Saints CE (A) Infant School we put the learners at the centre of everything we do.

A consistent approach to behaviour management

Good behaviour is an integral part of the school's Christian values, ethos and expectations. Adults and pupils within the school community act as good role models and set high standards by promoting sociable behaviour at all times. We understand that pupil behaviour makes a strong contribution to successful learning and enables a positive and welcoming school ethos. We aim to promote a positive ethos where all our pupils feel valued, listened to, supported, respected, motivated, successful and safe. The purpose of this policy is to provide clear guidelines for all staff within which we can maintain high standards of behaviour and give active support to those pupils whose behaviour is inappropriate. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to prevent any further occurrences. We will do everything we can to ensure that all pupils attend school free from fear.

We expect a consistent commitment from all staff and pupils in implementing this policy. Consistency is key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team (SLT). This policy will be reviewed annually by staff and governors and as appropriate to new legislation or to the needs of the school.

At Normanton All Saints CE Infant School all staff aim to:

- Act as positive role models and work collaboratively to reflect our Christian values and ethos. They aim to live out our Christian values by actively promoting Forgiveness, Respect and Friendship in relation to promoting good behaviour.
- Create a positive and purposeful atmosphere which gives opportunities for all pupils to succeed.
- Set high expectations of all our learners.
- Foster caring attitudes towards others and the environment.
- Provide a school curriculum which is stimulating and challenging and promotes self esteem and self motivation.
- Help children to make informed choices about their behaviour by enhancing self-awareness and developing empathy.
- Develop an awareness of right and wrong.
- Make clear boundaries of what is acceptable and appropriate behaviour.
- Develop a keen awareness that our behaviour affects others.
- Maintain a consistent approach in dealing with behaviour.
- Follow legal and procedural guidelines.

Rights and responsibilities (Appendix 1)

We strongly believe that pupils and adults have:

1. The right to learn
2. The right to keep safe
3. The right to be treated with respect

We **all** have a responsibility to keep these rights both when we are attending school and out in the local area. It is important that pupils have a clear understanding of their rights and responsibilities and we regularly reinforce this message in weekly worships and daily routines. We encourage pupils to become responsible for their own actions and have various reward systems in place which praise and celebrate this. They need to know how to conduct themselves appropriately in order to maintain these rights. This is a consistent approach which is in place across school.

1. We all have a responsibility to learn and allow others to learn-
Learning is at the heart of everything we do. We will:

Work hard and achieve.

Persevere until work is completed to the best of our ability.

2. We all have a responsibility to feel safe and help others to be safe-
We will:

Feel safe, secure and happy.

Take responsibility for our own actions and understand what is right and wrong.

Be kind and careful in what we do and say.

3. We all have a responsibility to be respectful- We will:

Be proud of our school and its achievements.

Show respect for ourselves, other people, property and the environment.

Show caring and understanding towards others.

Take care in our words and behaviour towards others.

Behaviour and our Christian Values

The schools vision summarised in Respect, Empower, Grow encourages pupils to treat others with respect.

'A new command I give you: Love one another. As I have loved you, so you must love one another. By this all men will know that you are my disciples, if you love one another.'

(John 13:34-35)

As a school we believe that God created everyone and formed us in his own image. We are all special and unique. We need to respect each other, respect the world we live in and respect ourselves. It is important that we treat others the same way that we would like to be treated. We each form a thread of the rich tapestry of life and need to value the differences that create the bigger picture. Through the schools Christian values of hope, respect, thankfulness, perseverance, friendship and forgiveness empower learners to make the correct choices, develop socially and lead by example. By embedding the Christian values through all aspects of school life enables pupils and staff to live these out in their actions, relationships and behaviours. Values such as friendship ensure that good relationships are built between pupils and staff and the value of forgiveness ensures that we learn to forgive one another and to consider our actions and words and the impact these can have on one another.

Strong school leadership

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, if requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school. The SLT supports staff in the implementation of this policy and seeks opportunities for staff to improve practice if felt necessary. The SLT will take the responsibility to record high level behaviour incidents in the behaviour log and will inform parents and carers of the incident. The Headteacher will ensure that the member of staff who dealt with the high level incident completes the ABC form (*Appendix 2*). The SLT will ensure that an Individual Behaviour Plan (*Appendix 3*) and Pupil Risk Assessment and positive handling plan (*Appendix 4*) are in place if needed and will consult with the SENCO.

The Role of the Governing Body

The Governing Body has a duty to make arrangements to ensure that their functions are carried out to safeguard and promote the welfare of pupils, ensuring this policy is working in practice. It is the responsibility of the Governing Body to support the Headteacher and staff in the implementation of this policy. The Governing Body will also ensure the policy is reviewed annually and will discuss and approve any changes made.

Expectations of the school community

Teachers and paid staff have statutory authority to discipline pupils for misbehaviour which occurs in school, unless otherwise stated by the headteacher. A poster of the designated persons for behaviour management is displayed around school (*Appendix 5*).

Staff are expected to ~

Manage behaviour effectively to ensure a good and safe learning environment.

They are expected to:

- set high expectations which inspire, motivate and challenge pupils
- create a safe environment, physically and emotionally
- have high expectations of behaviour and ensure that all pupils complete work to the best of their ability
- be good role models for promoting positive attitudes and behaviour
- work together and support colleagues in developing and implementing strategies to promote behaviour
- use rules and sanctions clearly and consistently
- deliver a stimulating, appropriate and challenging curriculum to engage all pupils
- treat all individuals fairly and with respect, valuing all levels of achievement
- form good relationships with parents so pupils can see key adults in their lives are sharing common aims
- respond to parental concerns
- promote equal opportunities for all pupils irrespective of ability, age, race and gender and ensure they are praised, recognised and rewarded.
- create a climate in which pupils feel safe and feel able to freely share any concerns and always act in the best interest of the child

Pupils are expected to ~

- work to the best of their abilities and allow others to do the same
- treat other pupils and adults and belongings with respect
- follow instructions and cooperate with children and pupils throughout the school day
- behave in a way which keeps them and others safe
- take care of property and the school environment
- be tolerant of others, irrespective of race, gender, religion and age
- attend school regularly and on time, ready to learn and take part in school activities
- use the Christian values to guide them when making choices regarding their behaviour

Parents will be expected to ~

- discuss, agree and sign the home school agreement (*Appendix 6*) with their child
- be aware of school rules and expectations
- develop good relationships with the school and openly share any questions or concerns they may have
- support the school in implementing this behaviour policy
- support their child's learning
- ensure their child attends school regularly, on time and ready to learn

Liaison with parents and other agencies

We endeavour to foster good relationships with parents/carers and appreciate that their support is essential in maintaining a happy, safe and secure school environment. We promote partnership with parents through a range of opportunities throughout the year including pupil progress meetings, half termly IEP meetings, year group induction meetings and various curriculum events. We also offer an open door policy where parents/carers can arrange to discuss concerns with the class teacher at the end of the school day. We encourage parents to volunteer in school, supporting in the classroom and on educational visits. A volunteer agreement is signed by all volunteers.

The headteacher or member of the SLT will record high level behaviour incidents and parents will be contacted when their child's behaviour is causing concern. Parents will be involved in the implementation of individual behaviour plans. Support will be sought from the SENCO and referral to Educational Psychology Service, SEMHs team, Team Around the School, Future in Minds or CAMHS may be necessary.

Safeguarding

The school understands the importance of identifying triggers for negative behaviours. As part of safeguarding training staff are made aware that behaviour can be a sign/signal that a child is needing support and this is their way of communicating this in school. The helping hand (*Appendix 16*) is displayed around the school which has photographs of the school DSLs displayed. Children are encouraged to talk to any member of staff in school about any worries they may have, children are taught that the DSLs have special training to help keep them safe. Each class has a worry monster and worry bin for pupils to use. The school is committed to safeguarding all its pupils and will explore thoroughly the root cause of any negative behaviours and will refer concerns to appropriate agencies if necessary. Staff will always listen to the child and act in their best interest. The school will not tolerate and will always swiftly address inappropriate behaviour and understand that this can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who have been subjected to/ involved in inappropriate or poor behaviour will be supported by the pastoral systems and team in school. Resources and advice will be shared with pupils through collective worships, NSPCC assemblies, RSHE lessons and displays throughout school. This is in line with the school's safeguarding and child protection policy and the statutory Keeping Children Safe in Education (2022).

Staff development and support

All staff have read and agreed this policy to ensure that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should consult with the SENCO or/and designated persons for behaviour management. Planned INSET and TA training is held to discuss behaviour management strategies and school systems to support individual pupils and staff (*Appendix 7*). Staff dealing with the use of reasonable force will have carried out the relevant team teach/ React training and will work under these guidelines and practices. Staff, who have not carried out team teach/ React training, must use the red card system if physical intervention is needed. Physical intervention is always a last resort and parents will be informed and the correct paperwork will be completed if the use of reasonable force has been required.

School systems and rewards that promote good behaviour

All members of staff are expected to promote good behaviour at all times. We encourage and reinforce good behaviour by praise and obvious signs of approval. Consistency in behaviour expectations, school techniques and systems, is crucial. Vocabulary chosen by all staff must reflect the high standards of care and consideration that is placed on all pupils.

We promote good behaviour in the following ways:

Cool at School- Our 'Cool at school' behaviour system is used in each classroom to provide a consistent approach to dealing with behaviour and ease transition between classes. All classes have a behaviour chart which is divided into a rain cloud, cloud, sunshine and cool at school section. This provides pupils with an immediate and visual reminder about their behaviour and provides the opportunity to improve by making the right choice. Staff reward excellent behaviour by completing a 'cool at school' slip to celebrate at home. Inappropriate behaviour is also dealt with (appropriate to the age of the child) and time is removed from a pupil's playtime (*Appendix 8*).

Class families- Time at the start of the school year is spent developing a successful class family ethos. Each class will choose and name their class mascot and they will for example become a member of the 'helpful hippos' class family. Each class in school will have the rights and responsibilities poster displayed and this will be followed as part of the whole school approach to behaviour management. Each class will have a recognition board that will celebrate examples of individual pupils demonstrating the school's behaviour expectations and Christian Values. At the end of every day each class family will come together for their candle time again reinforcing the class family ethos.

Class rewards and systems- Each class family is responsible for setting their own class targets, which requires a team approach to achieve. Individual classes also follow their own class family Star of the Week reward system. The class family mascot is given to the 'Star of the Week' for the weekend. At the end of each school day each class family will come together to reflect on the teaching and learning during candle time. Excellent work or behaviour is also celebrated during this time.

School Committee- Two members from each class family will be chosen, by their peers, to become a representative on the school committee. Their role is to become excellent school ambassadors. Half termly school committee meetings are held. The School Committee play a crucial role in helping to make school decisions and lead events such as parliament week, the Christmas market stall, write the school newspaper and also record the school news each week.

Celebration assembly- All pupils are encouraged to appreciate the achievements of others. Golden Book certificates are presented at our weekly celebration assembly. We understand the impact attendance and punctuality can have upon pupil learning and behaviour. Our 'Ace Attenders' system celebrates those classes who have reached their attendance target of 96% or above. At the end of each term certificates are presented to pupils with 96% or above attendance and pupils with 100% attendance receive a postcard home. The class with the highest attendance each week receives the attendance trophy and also receive a prize. The 100% attendees and the overall highest class attendance at the end of the year are also treated with a special educational visit. We encourage all pupils to use good manners wherever they are in school. When a pupil has been found to be using good school manners their name is entered into our weekly good manners competition. Achievements that have taken place outside of school are also celebrated and the pupil's name is entered into the school gifts and talents book.

Learning Muscles- The schools has implemented a learning muscle approach which teaches the children the importance of good learning behaviours such as perseverance, being brave, aiming high and co-operation. These are linked to child friendly stories and mascots that are shared in both worship time and the classroom. Children are recognised for when they are demonstrating these learning muscles.

RSHE- We deliver Relationships and Health Education to all of our pupils that focusses on teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults. Children will also be taught about positive emotional and mental well-being. This will teach children about boundaries with their peers including when they are online and the importance of privacy especially the right they have over their own bodies. Further information can be found in the RSHE policy.

Intervention and resources- We aim to teach pupils the strategies for calming down, dealing with conflicts and overcoming fears or worries. We embed the teaching of essential life skills, such as keeping safe, making choices, developing friendships and peacefully resolving conflicts, throughout the curriculum. A range of visual resources are used to teach social and emotional skills, such as our calming down books and posters. Such resources are consistently used across school including at lunchtimes. Whole school themed weeks, such as national anti bullying week, provide an excellent opportunity to approach difficult issues. Our learning mentor works closely alongside families and provides in and out of school support. Sensitive issues within school are tackled through intervention groups such as drawing and talking, social stars, friendly faces and healthy heroes. Parental support is also provided and the learning mentor supports parents with attendance at courses such as the TCI parenting programme.

Thrive- The school uses the Thrive approach to support all learners.

'Every child needs to feel valued, involved and appreciated.' ~ Thrive

The Thrive approach is a research based approach that uses developments in neuroscience, attachment theory and child development to help practitioners better understand children's behaviour. Behaviour is a tool for communication and the

Thrive model provides a lens through which to look at and interpret children's behaviour, enabling staff to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs both individually and in small groups. Through the Thrive development strands of being, doing, thinking and power and identity licensed practitioners use targeted strategies and activities to help children develop socially.

Playground project- Playground buddies are assigned to promote good playtime behaviour by leading appropriate games and enforcing the playground rules. Our learning mentor completes a rigorous induction process which includes training on the playground buddy role. Parents/carers are also informed of the importance of this system.

Class behaviour boxes- Each class has a behaviour box containing a variety of possible resources and strategies to help deal with behaviour and also provide children with the strategies and resources needed to calm down (*Appendix 9*).

Happiness ambassadors - The school supports the 'spread the happiness' initiative and as a result strive to ensure the school is a happy place for *EVERYONE*. Classes are welcomed into school with their class anthem which they will sing/dance to together. The school has a number of happiness ambassadors both pupils and staff who are rewarded with a certificate and rainbow pin badge for their effort in spreading the happiness. They are responsible for spreading happiness across our school.

Discouragement and sanctions

Inappropriate behaviour must be discouraged at all times. It is imperative that any sanction is applied fairly and the consequences fully explained. The aim of sanctions is to discourage future misbehaviour. Wherever possible, every pupil must feel that every day is a fresh start linked to our Christian value of Forgiveness. Giving sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect. In all cases it is important not to divert from the actual problem by engaging in other discussions with the pupil. Staff should remain calm and firm however challenging the behaviour. Staff will make every effort to ensure that the pupil is aware that it is the behaviour, which is unacceptable, not the child.

When dealing with incidents of unacceptable behaviour staff will assess the severity and decide whether the behaviour is low, medium or high level behaviours. Staff responses need to be appropriate to the level of seriousness of the behaviour. After deciding on the severity the member of staff will then follow the following procedures:

Low- Staff will involve the pupil in dealing with minor breaches of good manners and behaviour immediately within the classroom or setting. On some occasions a quiet word will be all that is required. On other occasions, a more obvious sign of disapproval will be needed. In some cases, staff may ask a pupil to explain why his/her behaviour is unacceptable. In other cases, staff will tell the pupil which rule he/she has broken. If a pupil does not complete his/her work due to inappropriate behaviour the pupil will be expected to complete this at another time. She/he must not be left in the classroom without supervision. In low level behaviour incidents the cool at school system will be used.

Medium- Staff will deal with the incident involving the pupil and informing the parents of all parties. Behaviour will be monitored and a member of the SLT may need to be informed. In medium level behaviour incidents the cool at school system will be used before informing the SLT.

High- During high level incidents staff will use the red card behaviour incident system to make the designated persons aware. A member of the SLT may need to be called into the classroom/setting to deal with the incident and the pupil may need to be removed from the situation. The headteacher will record high levels of behaviour and will also inform the parents/carers by written letter and/or telephone (*Appendix 10*). In cases of repeated behaviour the parents/carers will be invited into school to discuss behaviour with the headteacher. In some cases reports of behaviour will be presented to the Governing Body.

Exclusions The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils and this must be done on disciplinary grounds (for serious acts of misbehaviour). A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The Headteacher will inform the chair of governors and notify the LA of all exclusions. Parents will be also immediately informed about any exclusion. During the exclusion work will be sent home by the school for the pupil to complete at home. On return from an exclusion a reintegration meeting will be held with the parents.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure the policy is administered fairly and consistently. This will be done in line with the September 2017 DfE **Statutory guidance Exclusion from maintained schools** (*Appendix 10*)

Lunchtime and playground behaviour

All pupils will be expected to behave at this time and to follow the school's rights and responsibilities.

During lunchtimes a member of staff is made known to the pupils as the mediator. This person promotes peaceful problem solving and encourages pupils to follow the playground rules.

The mid-day supervisors are responsible for managing the daily routine and will inform members of the SLT if there is a problem with behaviour. The red card system applies at lunchtimes and playtimes and all staff are expected to assess the seriousness of the behaviour in terms of high, medium and low level behaviour.

Managing pupil transition We understand that times of transition can be difficult for many pupils and support may be required. Prior to moving year groups, staff meet to discuss individual pupils and effective strategies used to de-escalate behaviours and re-engage pupils. IBPs and transition assessment grids are shared and discussed in detail to inform teaching and planning. Additional transition meetings will be arranged for pupils who may find the transition difficult. The SENCO and EYFS team complete visits to our nursery and private nurseries where it has been identified that a pupil may struggle to transition into full time education. An important part of transition procedures for our upper foundation stage pupils involves the EYFS team speaking to both parents and the child's current setting.

Pupil support systems

For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers such as drawing & talking, social stars, playground buddies, friendly faces and other intervention support groups. Our school learning mentor and thrive practitioner will work closely with targeted pupils and their families. IBPs will set small and achievable targets and possible resources and strategies will be identified. Half termly meetings to discuss progress towards individual targets will take place alongside staff and parents. All pupils regardless of gender, race, age, ability or disability have the right to feel safe and secure at school. We will encourage equal access to praise, incentives and rewards. Staff will be alert to signs of bullying or racial harassment and will follow school procedures for dealing with such incidents (anti bullying policy).

Mental health and behaviour

The school will use the DFE guidance Mental health and behaviour in schools (*Appendix 14*) and the Church of England's Mental Health Guidance (*Appendix 15*) to best support its pupils. School has a central role to play in enabling pupils to be resilient and promote good mental health and well-being. The Church of England guidance lists a number of risk and protective factors for Children and Young People's Mental Health which the school will use to support the mental health of children and their families. The school's approach to mental health and behaviour is part of a whole school approach. The school will seek advice and guidance from external services, such as Future in Minds, CAMHS, SEMHS, WISENDSS, CFIT to help provide support for the child. This will be discussed with the SENCO and also parents. Mental health and well being is taught through the schools RHSE curriculum.



Behaviour and attachment/trauma

The school has a proactive approach to working with children/families that have experienced attachment and/or trauma. The whole school team have received training on how attachment and trauma can impact on a child's behaviour and continue to work together and with external agencies to ensure a consistent approach where pupils and their families are well supported. All staff receive training regarding the impact of Adverse Childhood Experiences (ACEs) as part of their annual induction and it is regularly reflected upon during staff CPD.

Pupil's conduct out of school

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately. We will investigate incidents of bullying, including cyberbullying, reported or witnessed outside of school involving our pupils along with behaviour which could adversely affect the school's reputation. In such cases the Headteacher will assess the situation and will make an informed decision to the most appropriate school behaviour systems that may need to be put in place. Members of staff are not expected to deal with incidents outside of school that might put themselves in danger. Staff will be expected to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

Dealing with allegations against people who work with pupils

The school will follow the statutory guidance from the Department for Education (*Appendix 11*) and will adhere to the school policy and safeguarding and child protection policy. Allegations or concerns about staff must be reported immediately to the headteacher.

Confiscation and searching both with and without consent

The headteacher and the SLT can search a pupil or their possessions with or without consent where they have reason to suspect the pupil has weapons, alcohol, illegal drugs or stolen items. It may be more appropriate to call outside agencies such as the police. Prohibited items are listed in *Appendix 12*.

Using reasonable force or other physical contact

Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils and follow the team teach/ React guidelines and DFE guidance on the 'Use of Force in schools' July 2013. (*Appendix 13*).

This policy was reviewed by the Headteacher and the Senior Leadership Team- 1st September 2022

Approved by Governing Body 2022

Safeguarding (please see Safeguarding Policies and Health and Safety Policies for further details)

Child Protection Through their day-to-day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect. Where it appears to a member of staff that a child may have been abused, the school is required, as part of local child protection procedures, to report their concerns to social services immediately. The Headteacher (and the Deputy Headteacher in her absence) is the designated teacher responsible for child protection. The Chair of Governors is the designated governor responsible for child protection.

UK-General Data Protection Act School collects data in order to meet its statutory responsibilities for the provision of education to children in accordance with the requirements of the Education Act 1996 and The School Standards and Framework Act 1998. Some of this data will be shared with Wakefield Metropolitan District Council and may be shared with other agencies that are involved in the health and welfare of school children. Please be aware that personal data is also covered by the Data Protection Act 1998 whereby you as an individual may be liable if you disclose personal data inappropriately. Please see the school's Data Protection policy.

Safe recruitment and selection of staff This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are exempt from the Rehabilitation of Offenders Act, therefore all convictions must be declared. Providing false information is an offence. Appointed staff, governors, regular volunteers and trainees have identity, qualification and criminal records bureau checks and have been successfully cleared to work with children.

Inclusion The policy will be applied to all pupils. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of the DDA 2006 we will make reasonable adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of pupils.

Monitoring and review This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed annually and appropriate to new legislation or to the needs of the school.

The signed and original paper copy is available in school on request alongside any appendices above.