

Introduction

At Norfolk Community Primary School we create and maintain a peaceful, hard-working environment so that all children can come to school each day to learn and grow in their understanding of the world.

This Behaviour Policy is based on the belief that children should behave well and that effective teaching and learning can only take place in a safe and happy environment. We want the Behaviour Policy at Norfolk Community Primary School to be:

- Positive and based on praise and reward for what is good learning and good behaviour.
- Clearly understood, so that children, staff, parents and carers are sure about what is expected and what the consequences will be when behaviour is bad and learning disrupted.
- Shared and valued by the whole school community of pupils, parents/ carers, governors and all staff.
- Consistently applied throughout the whole school.

What are our expectations?

We expect everyone who uses our school to keep our five golden rules. These are:

- **Always do your best - we come to school to learn**
- **Be ready to listen and learn**
- **Treat everyone with respect and honesty**
- **Walk sensibly and quietly around school**
- **Take care of property and the school environment.**

When the school community sticks to these rules everyone benefits and effective teaching and learning occurs in a safe, secure and happy environment. We recognise that behaviour is learned and we teach children the habits of good behaviour in the same way that we teach other aspects of the curriculum through our SEALs (Social and Emotional Aspects of learning) lessons.

This teaching ensures that all members of our school community:

- Develop self control and self discipline
- Show patience and tolerance towards others
- Show respect for all children and adults
- Use polite and appropriate language
- Behave in a responsible and reasonable manner during lessons, at playtimes and during lunchtime.

How do we teach good behaviour?

We use rewards and reminders

- We provide good role models
- We are always aware of good behaviour. Good behaviour will be recognised and rewarded.
- The rewards take a wide range of forms, from praise and stickers to awards in assembly and even certificates, treats and prizes.
- Fairness is essential and we have systems for monitoring behaviour that help us to maintain fairness when we reward children.

We communicate with parents

- We have a number of ways of ensuring that parents are kept informed about good behaviour.
- These are often informal but may involve letters, telephone calls and certificates and stickers that children bring home.
- Our teachers are nearly always available at the end of the day to talk to parents, but at other times it may be necessary to make appointments to see them
- We ask parents and children to read, discuss and sign our home/ school agreement when children start school

We have consequences for unacceptable behaviour

If behaviour falls short of the standards that we expect in our school then the learning of the child and the whole class can be affected. For this reason there must always be consequences for bad behaviour. These are made very clear to children, so that they understand exactly what will happen if they don't stick

to the Golden Rules. They understand that their behaviour choices will have consequences.

- The consequences for unacceptable behaviour range in class from warnings and reminders to missing playtimes and lunchtimes, particularly when learning has been affected and work has been missed.
- If a child's behaviour is preventing others from learning, then they cannot be allowed to remain in the classroom. They will be sent to the member of staff who acts as phase leader for that year group, or alternatively they will be sent to the Inclusion Team.
- The behaviour will be monitored by recording in the classroom incident book. (See appendix 1 for a list of sanctions and interventions that the school will use)
- If poor work or poor behaviour continues to cause concern, the teacher will talk to the Inclusion team and Learning Mentor. Parents will be contacted and invited to talk to the class teacher and/ or pupil support officer.

We have support systems for children who are finding it difficult to control their behaviour

- The causes of bad behaviour will be investigated by the school, and where we feel that a child needs additional help to address their behaviour difficulties we will make a referral to the Learning Mentor and her team. Her role is to work with the child to set behaviour targets and discuss strategies for changing behaviour patterns with the child, teacher and parents. She monitors behaviour closely so that children are supported to stay on target. This is usually done through a series of 1:1 interviews.
- We also have access to a wide range of professionals outside school who will work with children, parents and teachers on specific issues. The majority of referrals made by school would be to the Children and Young people's Directorate (See appendix 2 for a list of professionals that school can access for additional support) Referrals will never be made to these outside agencies without a parent's/ carer's permission.
- In cases where we feel a child has a "Special Educational Need," that makes it particularly difficult for them to stick within the school's Golden Rules we will refer to the school's Special Educational Needs Co-ordinator (SENCO). Parents/ carers will be contacted and with their permission a child will be placed on the Special Needs (SEN) Register. An individual education programme (IEP) may be necessary for the child. This will list targets for improvement and strategies that class teachers

will use and help the child to develop. All children on the SEN register will be reviewed regularly with parents (usually termly). The SENCO can refer children to an Educational Psychologist, or a behaviour support worker from the LEA for a detailed assessment of their needs. This can only happen with permission from parents/ carers. See appendix 3 for a list of the named members of staff.

We have a responsibility to maintain the smooth running of classrooms and school for the safety and learning of all

- We will exclude children from class for fixed periods of time if their behaviour is consistently inappropriate, or violent or abusive.
- Children who are excluded from class will be kept in the Inclusion Team's room where they will do work set by the teacher and marked by the teacher.
- These are called internal exclusions because the child is still on school premises. The exclusions will cover lunch and break times as well.
- Parents/ carers will be invited into school to discuss the incident/s that have led to this internal exclusion.
- We are required to report these exclusions to the LEA and details will be kept on children's individual records. A plan is always made to reintegrate the child into their class. Behaviour targets will be set and they will be monitored carefully by the class teacher, pupil support officer and senior management team.
- In exceptional circumstances when a child's behaviour threatens the health and safety of adults and/ or children in school we will give a fixed term exclusion. These exclusions must, by law be reported to the governors and LEA. All fixed term exclusions are followed up with re-integration plans for the child. There is a final sanction of permanent exclusion.
- If the school feels that a child is at risk of fixed term or permanent exclusion a PSP (personal support plan) will be prepared and implemented. See appendix 4 for a PSP pro forma. This will be reviewed more frequently than an IEP by the SENCO and pupil support officer, with parents / carers.

We will provide a good quality experience for all our children in and out of the classroom

At break and lunchtimes the Golden Rules still apply and all staff have the same high expectations of behaviour that they have during lesson times.

Because playtimes are less structured and formal we recognise that it can be a challenge for some of our children to maintain these high standards. Therefore we provide a wide range of activities, both indoors and outdoors, to ensure that children are occupied safely and happily.

- If a child breaks the Golden Rules at break or lunchtime the same procedure is followed as at any other time of the school day.
- Lunchtime supervisors record incidents of unacceptable behaviour which the lunchtime manager will then pass on to class teachers and / or Behaviour Improvement Worker for action.
- Sometimes it is necessary for children to be sent inside at break or lunchtime until an incident can be investigated and dealt with.
- Children who persistently break school rules at break or lunchtime will be kept indoors for fixed periods.
- We constantly review our lunchtime provision to improve the quality of the experience for all our children.

We evaluate what we are doing and look for ways to improve

- We maintain records about behaviour so that we can see where children are doing well and where they are having difficulties.
- We use these records to plan the work of our Inclusion team so that their time will be spent effectively for the benefit of the school.
- We use these records to plan continuing professional development for all staff (CPD).

What Parents Can Do To Help

- We apply our Golden Rules consistently and fairly, and good attendance and punctuality help children to feel part of the school community, so please bring your child/children to school each day on time.
- Share our high expectations of good work and good behaviour
- Ask your child/children what they have learned each day
- Come and talk with class teacher or the inclusion team to help solve problems
- Respect our Golden Rules while you are in school to set a good example to all our children

- Sign our Home/ School agreement (Appendix 5) and discuss it with your child

NORFOLK COMMUNITY PRIMARY SCHOOL

Policy for Anti Bullying

ANTI BULLYING POLICY

Definition

Bullying has been defined by the Sheffield CYPD Anti-bullying working party as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying can take many forms but the three main types are:

Physical (e.g. hitting, kicking, theft)

Verbal (e.g. racist and homophobic remarks and name calling)

Indirect (e.g. spreading rumours)”

Prevention

We will use our PSHE lessons for teaching good behaviour and preventing bullying. Activities will include:

- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

We will be vigilant as a staff in maintaining a presence and being aware of the behaviour of all children.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. At Norfolk Primary School staff, parents and children work together to create a happy, caring, learning environment where there is no place for bullying.

Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Bullying And How We Deal With It

- We are vigilant as adults in monitoring behaviour in class and around school.
- We are aware of the additional challenges of break and lunchtimes. Adults on duty are alert to signs of bullying and will intervene at an early stage wherever possible.
- Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people. We take the issue very seriously.
- If a child feels they have been bullied they are encouraged to talk with staff. Incidents will be investigated and recorded on behaviour logs. The number of bullying incidents will be reported annually to CYPD.
- We are aware that victims do not always feel able to report what is happening to them because of fear of reprisal.
- A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child for example:
 - is frightened of walking to or from school
 - is unwilling to go to school (school phobic)
 - begins truanting
 - becomes withdrawn anxious, or lacking in confidence
 - feels ill in the morning
 - begins to do poorly in school work
 - comes home with clothes torn or books damaged
 - has possessions go "missing"
 - asks for money or starts stealing money (to pay bully)
 - has dinner or other monies continually "lost"
 - has unexplained cuts or bruises
 - is frightened to say what's wrong
 - gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

- Action will be taken to ensure that the child who is bullying is fully aware of the impact his/ her behaviour is having on others. As with any unacceptable behaviour, the

consequences of bullying behaviour are set out within our behaviour policy.

- Therefore, the Inclusion Team, Headteacher, Senior staff, and/or the Learning Mentor may be involved. Parents of the victim and the child who is bullying will be informed and involved.
- If the bullying fits the CYPD definition of a racial incident it will be reported to the CYPD using their procedures.
- As with other forms of unacceptable behaviour, in serious or persistent cases exclusion will be considered.
- If possible, the pupils will be reconciled.
- The child who feels they are being bullied will be given daily support to check that the bullying is not continuing.
- The child who has been accused of bullying will also be supported through discussion and monitoring of their behaviour.

Appendices

1 – School sanctions

2 – Professionals who we liaise with for additional support

3 – Named members of staff with responsibility for supporting our behaviour policy

4 – PSP (Pastoral Support Plan) pro forma

5 – Home school agreement

Appendix 1

NORFOLK COMMUNITY PRIMARY SCHOOL

Sanctions for dealing with disruptive, uncooperative, disrespectful or bullying behaviour.

Level 1 – Classroom warning, name recorded on the blackboard for the duration of the lesson.

Level 2 – If behaviour persists, classroom reprimand, 1:1 at the end of the session, name recorded in class incident book.

Level 3 – If behaviour persists a referral will be made to the inclusion team. Parents will be contacted by a phone call or letter highlighting the incident/s. Parents will be requested to attend a meeting to discuss the school's concerns. The incident will be recorded in inclusion team logs.

Level 4 – If the behaviour persists, the Headteacher will be informed, a standard letter will be sent to parents stating that the Head will be receiving reports on the child's behaviour.

Level 5 – If the behaviour persists the inclusion team will write inviting parents/carers to a meeting with the Headteacher. The letter will be copied to chair of governors.

Level 6 – Internal Exclusion with inclusion team. Reported to the Governing Body via Headteacher reports.

Level 7 – Fixed term exclusion. Reported to the Governing Body and letter to parents alerting them to the risk of permanent exclusion.

Level 8 – If disruptive, abusive or dangerous behaviour persists The Governors will discuss initiating the procedures for external exclusion

More extreme behaviour – e.g. Swearing, racist abuse, violence, vandalism, and theft, will follow the above procedure starting at level 6.

Appendix 2

The following professionals support us from outside school

CYPD

- Learning support teacher -Maureen Ambler
- Educational psychologist – Denise Bentley
- Specialist support services – Sue Mc Donnagh and Moira Bolan
- Learning mentor for the school service District – Andy Keenan

Speech and language Therapist – Caroline Denby

Children and Adolescent mental Health Service – Dennis Sidebottom, Beighton Community Hospital

Appendix 3

Staff who work in our school to support the behaviour policy.

All our staff are aware of the behaviour policy and will work within its guidelines. The following staff have particular responsibility for ensuring that it is monitored and implemented:

Mrs Sykes – Pupil Support officer

Mrs Binns – Head Teacher

Ms Hobley – Deputy Head Teacher

Mrs Squiers – Behaviour Improvement Worker

Mrs Birch – Assistant Head Teacher /Special Needs Co-ordinator

Mrs Allsopp – Assistant Head Teacher/ FS1/KS1 Leader

Mr Evers – Assistant Head Teacher/Phase Leader KS2

HOME SCHOOL AGREEMENT

Name of Child Class
Date

As Parents/Carers we/I will:	As a pupil I will always:	As a school we will always:
<ul style="list-style-type: none"> • Support the school's aims and values. • Make sure the children attend regularly and on time and Inform school as soon as possible, by telephone or in writing, of any reasons for absence. • Make sure children come suitably dressed for school, with the right equipment, ready for learning. • Read all information sent home by school. • Attend parent's evenings. • Help by showing interest in children's work and homework. • Encourage a high standard of behaviour at all times and support the school's Golden Rules. 	<ul style="list-style-type: none"> • Attend school every day, on time, except when ill. • Come to school ready to learn and with the right equipment. • Wear suitable clothes for school. • Follow the Golden Rules. • Always do as I am asked by adults in school. • Work hard in all lessons. • Never leave school without permission. • Take all letters home and ensure they are given to parents. 	<ul style="list-style-type: none"> • Provide a broad and balanced curriculum, which is stimulating and challenging. • Have high expectations of pupils and encourage them to do their best. • Encourage and reward high standards of behaviour at all times. • Encourage and reward good attendance and punctuality. • Provide a safe, secure and well-ordered environment. • Keep parents informed of achievement, progress, attendance and behaviour. • Handle all complaints sensitively and quickly. • Keep parents informed and encourage participation in extra-curricular events.
Signed Parent/Carer	Signed Pupil	Signed School Representative

