

# Norley CE Primary School



## Behaviour and Relationships in School Policy

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

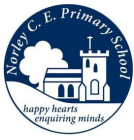
We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives.

*You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.*

(Matt. 5:14-16)



## Behaviour and Relationships in School Policy

*As a Church of England Primary School, we are a caring community that seeks to express the Christian faith in every aspect of school life. This commitment extends to all staff and children within the School.*

Norley CE Primary School is committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote positive behaviours and attitudes that foster, respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution.

We ensure that all our practice is trauma informed. More information can be found on the CWAC website: <https://westcheshirechildrenstrust.co.uk/our-way-of-working/our-model/>

### School Expectations

These have been compiled in consultation with all pupils and permeate all aspects of school life:

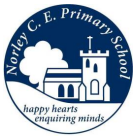
- all members of the school community will be polite, courteous, helpful and kind.
- all members of the school community will listen and be respectful of one another.
- all members of the school community will strive hard in their learning.
- all members of the school community will act in ways that keep themselves and others safe.
- all members of the school community will take care of property and show pride in our school.

### Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This Behaviour Policy aims to:

- ensure expected standards of behaviour and conduct are shared with the school community.
- ensure all members of the school community understand, support and promote the principles underpinning the policy.
- To fully embed a trauma informed approach at Norley CE Primary School.
- ensure rewards are consistently applied in school and sanctions are applied consistently (if needed).
- To develop practices which support children to recognise emotions and to learn how to self regulate.
- enable pupils to develop self-discipline and demonstrate respect towards others.
- ensure pupils have high levels of self-esteem, are happy in school and take pride in their achievements.
- ensure high standards of orderliness, to maintain a quality learning environment and opportunities for all.
- ensure the principles of inclusion are promoted and practiced throughout the school community.



## Responsibilities

### Legal Guidance and Responsibilities

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for headteachers and school staff (February 2014)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for the behaviour under the umbrella of 'Social, Emotional and Mental Health Needs.'

### Pupils are expected to:

- know the school expectations and engage in discussions about them.
- adhere to the school expectations, including during off-site visits, and when travelling to and from school.
- support other members of the school community in promoting the expectations of good behaviour.

### Parents and carers are expected to:

- know the Behaviour Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school.
- ensure their child adheres to the school's expectations.

### Members of Staff in school are expected to:

- set high standards of professional behaviour, politeness, self-discipline and respect to all.
- listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance.
- Try to establish the reason for the behaviour being shown, or any changes in behaviour.
- actively support the Behaviour Policy through implementing and discussion this with pupils.
- seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy.

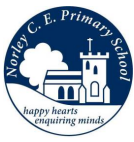
### Governors are expected to:

- Promote positive relationships within the school community.
- Understand trauma informed practice and how this is used in school.
- refer all matters regarding discipline to the headteacher who, in consultation with relevant parties, will investigate.
- know, support and promote the school's behaviour policy.
- evaluate the effectiveness of the behaviour policy and hold senior leaders to account for its implementation.

## Behaviour Management

### Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and



productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults and pupils:

- use the principles of a growth mindset approach to all work and behaviour.
- work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil.
- acknowledge and celebrate the talents, gifts and differences between individual pupils.
- are always asked to do the best they can. Staff members will teach and facilitate this behaviour.
- praise and reward appropriate behaviour.
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice.
- restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships.
- reconciliation and forgiveness (as one of our Christian Values) are modelled and promoted by staff.

### **Principle of Reward**

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

### **Individual Rewards**

The School Council have reviewed and renewed the individual reward system (July 2018).

Adults can award pupils 'Helping Hands'. These are linked with the Christian Values and can be given for demonstrating any Christian Value. When they achieve 10 Helping Hands, pupils come up in Celebration Assembly and collect a reward voucher. The reward vouchers that the children can choose from include: something free from the snack trolley, to be first in the lunch queue for the week, to take part in fire lighting with adult supervision, to have 15 minutes extra play outside with a friend, to stay in at playtime with a friend, to help the site manager for the morning or to stay in and cuddle/ stroke/ spend time with the school guinea pigs.

The following rewards are also used regularly by all staff:

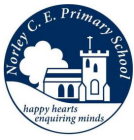
- specific verbal praise highlighting the effort or acquisition of new skill/understanding.
- stickers for the pupil to wear.
- opportunities for pupils to share their work with members of staff.
- The Headteacher's Award, teachers nominate children weekly in our Celebration Worship.

### **House Points**

Every pupil is a member of a house team (Earth (green), Fire (red), Water (blue) and Air (yellow) . They can earn house points by completing their Helping Hands cards. Cards are counted up at the end of the term. Each term, the winning house is allowed to wear non-school uniform in their house colours.

### **Lunchtime Rewards**

It is important that the expectations in the Behaviour Policy are reinforced at lunchtime. There are a number of specific lunchtime clubs, organised sports and other activities available to the children which help to promote positive behaviour. Additionally, there are increasing opportunities for pupils



to organise and run their own lunch time clubs. The expectation for positive lunch time behaviour is also reinforced through rewards such as:

- specific verbal praise.
- award of Helping Hands.
- mentions to teaching staff and senior leaders.

### **Restorative Approach**

All adults at Norley CE Primary School understand how trauma can impact upon an individual in a range of ways. Our aim is that all staff can help pupils to navigate their way through these difficult periods and support them to self-regulate. All staff understand that firm, well communicated boundaries are necessary, but staff are well-trained in developing relationships that are positive and encouraging to enable pupils to improve their conduct. We will never use fear, intimidation or shame when working with a pupil who is demonstrating unwanted behaviours. Staff are enabled to fully incorporate a restorative approach with the pupils they care for. We achieve this by allowing them time, a safe space and further support if needed. We vow to never display behaviours or language which indicates to a child that we have 'given up' on them.

We understand that there will be times where our pupils struggle with or are unable to self-regulate. Any negative behaviour is interpreted as an inability to communicate, a lack of understanding or a reaction to a challenge, whether extrinsic or intrinsic, and this may be displayed by a pupil not successfully managing the 3 school rules; ready, respectful and safe.

After a child has demonstrated behaviours that do not meet our core values the staff in class will spend time with the child at the following break or lunch time in order to better understand the situation and to support the child in a restorative manner.

Some possible questions that could be used during this 'repair' time are:

1. What happened?
2. What were you thinking at the time?
3. What do you think about what happened now?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

The SENDCo, Mrs Kelly, will look to identify any pattern in a child's behaviour. She will monitor any possible triggers and offer support and guidance for the child, staff members involved and family.

### **Pupils who require further support**

All pupils who attend Norley CE Village Primary School are valued. Staff are trained to support all pupils to achieve self-regulation and to encourage all pupils to demonstrate respectful behaviour. We understand that there are many children whose behaviour communicates an unmet need. Where staff feel that children require additional support to regulate, discussion will be held with the



SENDCo, Mrs Kelly, to identify appropriate provision. An agreed individualised plan will then be formed in collaboration with the pupil and shared with all adults who come into contact with the pupil and their family.

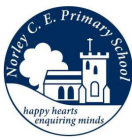
### Individualised Personal Plan

If a child is having difficulties, the teacher will try to focus on the good things that the child is achieving and target the most undesirable aspects of the child's behaviour to modify. This is done by setting achievable targets related to the behaviour and rewarding the child when they have succeeded in attaining the target. Targets will be small and achievable so that the child experiences success early on in the process.

### Sanctions and Consequences (if needed)

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. Whole class sanctions will be used rarely, if at all and only in circumstances where the inappropriate conduct of a significant majority of the class warrant this. Members of staff with less experience will seek advice from the Headteacher before applying this sanction. The interventions and consequences described below are in place to reinforce the expectation that the behaviours of everyone in the school community positively promote learning.

STAGE	CHARACTERISTICS	INTERVENTIONS and CONSEQUENCES
Low level disruption / inappropriate behaviour	Calling out / attention seeking Interrupting others Ignoring instructions Incomplete learning tasks Being off task / playing	Highlight positive behaviours Reinforce expectations through praise Pre-empt situations Quiet conversations / reminders Provide tactile resources to help focus
Medium level disruption / inappropriate behaviour	Taking possessions belonging to others Persistent disruptive behaviour Deliberately creating a disturbance Increasing incidents of ignoring instructions Offensive language General lack of effort in learning	Apply positive strategies as above Loss of break times Implement of Individualised Personal Plan Discussion with parents Record of incidents Expectations with timescales / timers
High level disruption / incident	Serious challenge to authority Intentional physical harm of others Repeated & sustained ignoring instructions Leaving classrooms without permission Malicious allegations against others Deliberate damage to property Prolonged lack of effort in learning	Apply positive strategies as above Individual behaviour plan in place Individualised Personal Plan overseen by SENDCo Record of incidents Regular review meetings with parents Advice applied from outside agencies
Persistent disruptive behaviour / serious	Bullying – physical and emotional Repeated serious challenge to authority Serious intentional physical harm of	Involvement with outside agencies Fixed term exclusion Permanent exclusion



incidents	others Leaving school boundary without permission Bringing banned substances/items to school	
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NB: It is possible and quite likely that children can exhibit behaviours from different stages. The list of interventions and consequences is not exhaustive and do not directly correlate to the characteristics opposite. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought under the consideration of staff.

**Exclusions**

The school will apply exclusions as a last resort and after all other interventions and support strategies have been applied. The school conforms to the Local Authority and DfE Exclusion Guidance.

Fixed-term exclusions are deemed as serious by the school, parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties’ rights, responsibilities and details of the exclusion. If a pupil is excluded for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent’s responsibility to ensure that the pupil completes this work. In the case of the exclusion going beyond day 5, alternative education provisions will be made by the school.

Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare and is never used for vulnerable pupils (e.g. for those who are ‘Looked After’ by the Local Authority or who have high SEND needs). In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

**Behaviour Outside of School**

**Off-Site Visits**

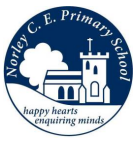
The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

**Travel to and from school**

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

**In the Community**

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil’s parents or carers.



## **Other Aspects of Behaviour and Discipline**

### **Bullying**

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying and E-safety Policies; copies of which can be obtained from the school office or on the school's website.

### **Pupils with Special Education Needs and Disabilities**

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCo and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy

### **Managing Pupil Transition**

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

When a child is making the transition to Norley from another school we do everything that we can to ensure that this is done in a sensitive and considerate manner. We always ensure that we have spoken to the school that the child is transitioning from, to give us a greater understanding of the child and any learning needs that they may have.

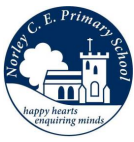
We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days/weeks and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side. Ex-pupils come back to talk to the current Year 6 about what secondary school is like.

### **Involvement with Outside Agencies**

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

### **Physical Contact With Pupils**





The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil.
- when comforting a distressed pupil.
- when a pupil is being congratulated or praised.
- to demonstrate how to use equipment.
- to demonstrate techniques.
- to give first aid.

### **Use of Reasonable Force**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in the 'Bound and Numbered' book by staff involved as soon as possible after the incident and copies will be given to the class teacher and headteacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

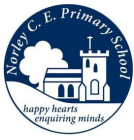
### **Screening, Searching and Confiscation**

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items. Two members of staff must be present at all times.

Section 93 of the Education Act (2011) states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

### **Allegations Against Staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against



publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (Further details can be found in the Manual of Personnel Practice). All allegations will be reported to the Local Authority Designated Officer (LADO).

### **Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils**

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

The following will be applied:

- school expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils.
- school expectations will be placed in prominent places.
- the policy will be reviewed annually to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.
- for clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

### **Race Equality and Equal Opportunities**

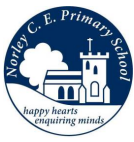
Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind and follow guidance in the Valuing All God's Children Document published by The Church of England. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

### **Sexism and Sexual Harassment**

At Norley, we want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Sexist comments are those which discriminate based on sex. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at.
- Support and educate them to improve their behaviour.
- Monitor their behaviour for any recurrence.
- Escalate the sanction to a letter or phone call to parents if the pupil refuses to apologise in the first instance.



Our PSHE and RSHE curriculum will cover what healthy and respectful behaviour towards one another looks like. This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves.
- What we want the culture in our school to be.

### Monitoring and Evaluating

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; analysis of formal data; number and nature of individual behaviour plans in place; behaviour walks; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.

### Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school office and also on the school website.

Behaviour Policy	
Review Frequency:	Annual
Reviewed by:	Local Governing Body
Head Teacher approval signature:	<i>Helen Kelly</i>
Head Teacher approval date:	12 <sup>th</sup> June 2024
Chair of Governing Body approval signature:	<i>Paul Corbishley</i>
Chair of Governing Body approval date:	12 <sup>th</sup> June 2024
Date of next review:	12 <sup>th</sup> June 2025