



# New Pastures Primary School

## Behaviour Policy



1	Summary	Behaviour policy – New Pastures			
2	Responsible person	P. Belnavis			
3	Accountable SLT member	A. Eager			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	P. Belnavis S. Witham			
6	Who has been consulted and recommended policy for approval	Staff Pupils/parents Governing Body			
7	Approved by and date	Sep 2020			
8	Version number	2			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	V 2 -- 7.1.22			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

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## 1. Introduction

The Staff and Governing Body accept the principles that every child has the right to learn without the disturbance of others and that good behaviour is a necessary condition for effective teaching to take place. At New Pastures Primary School, we seek to create an environment which encourages and reinforces good behaviour. Our policy is based on the research recommendations reported by the EEF in the Improving Behaviour in Schools Guidance (2019) and the work of Paul Dix as published in the book “When the adults change, everything changes” (2017). The EEF recommends that schools ensure their approach to promoting positive behaviour follow these recommendations:

- Know and understand your pupils and their influences;
- Teach learning behaviours alongside managing misbehaviour;
- Use classroom management strategies to support good classroom behaviour;
- Use simple approaches as part of your regular routine;
- Use targeted approaches to meet the needs of individuals in your school;
- Consistency is key.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools#>

## 2 Aims

- To create a safe and caring environment which encourages and reinforces good behaviour and effective learning takes place;
- To ensure that the school’s expectations, standards and strategies are widely known and understood by pupils, staff and parents;
- To encourage consistency of response to both positive and negative behaviour;
- To ensure adults use consistent language to promote positive behaviour;
- For adults to take responsibility for behaviour and follow up personally;
- To educate to eliminate bullying, racism, sexism and other forms of prejudice;
- To promote self-esteem, self discipline and positive relationships;
- To encourage the involvement of both home and school in the implementation of this policy.

## 3 School ethos

### Standards of behaviour

New Pastures Primary School has a central role in the children’s social and moral development just as it does in their academic development. Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At our school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.



Knowledge of the expectations we have of pupil behaviour together with a system of rewards and sanctions encourages children to behave appropriately. All members of staff (teaching and non-teaching) aim to apply the system we have, fairly and consistently. We aim for all children to come to know and understand the school rules and behaviour expected of them together with the consequences to be applied for choosing not to follow them.

Members of staff are also aware that when establishing a pupil's reason for misbehaviour, focussing solely on the behaviour and not the reason behind it may treat the symptom and not the cause. Therefore staff always aim to treat incidents individually whilst

#### 4. The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children with clear lesson objectives – differentiated to meet different abilities, help children to become active in their own learning. The Jigsaw scheme and elements of the SEAL curriculum are used to support PHSE and to promote good behaviour in school. Opportunities for discussion are established in each class and give the perfect opportunity to discuss relationships, values, fair treatment and behaviour issues in general. Marking is also supportive, both in the praise given – valuing the children on their progress and achievements, and providing challenges and targets for future work.

#### 5. Learning behaviours

Positive learning behaviours are encouraged throughout the school. These are referred to in all classes and during assemblies. Our learning behaviours are as follows:

<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• we listen to others</li> <li>• we try to help others</li> <li>• we share things</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>• we are happy to do something on our own</li> <li>• we are able to get on without help</li> </ul>	<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• we ask questions and contribute to class discussions</li> <li>• we look for answers</li> <li>• we notice things</li> </ul>
<p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>• we know it is OK to make mistakes and we learn from them</li> <li>• we are not afraid to start again</li> </ul>	<p><b>Perseverance</b></p> <ul style="list-style-type: none"> <li>• we work hard and practice lots</li> <li>• we try to make every piece of learning better than the last</li> </ul>	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• we like to do new things</li> <li>• we let our imagination go</li> <li>• we look around for new ideas</li> </ul>

#### 6. Assemblies

Assemblies have a variety of aims including to provide the foundation for the Personal, Social, Health and Citizenship Education curriculum. Subjects such as bullying, caring for each other and the environment, respecting the views and feelings of others and the promotion of honesty and courtesy are discussed. In discussing these issues, we aim to raise individual self-esteem, develop skills in

listening and effective communication and empower children to deal effectively with situations that arise.

## 7. Classroom management

Classroom management and teaching methods have an important influence on children’s behaviour.

Teaching methods take account of the different learning styles of children and aim to encourage enthusiasm and maximum participation for all. Praise and rewards are used to acknowledge and encourage effort as well as mark achievement. Teachers aim to deal with criticism in a personal manner that does not harm a pupil’s self-esteem.

## 8. Rules and procedures

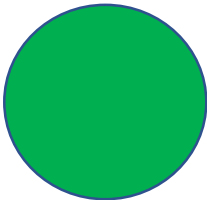
Rules and procedures are designed to make clear to children, parents and staff the standards of behaviour that are acceptable at New Pastures Primary School. Our rules are simply:

- To be in the right place at the right time;
- To say the right thing in the right way;
- To do the right thing in the right way.


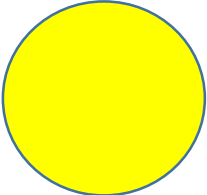
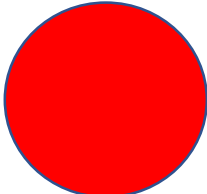

These rules are communicated to parents via leaflets and the school website. Rules are discussed and established with the children at the beginning of each school year through circle time and assemblies.

## 9. Policy in practice

A traffic light system is used in every classroom as a visual tool to indicate level of behaviour for each child. Everyone starts on green. If a pupil is behaving well (following the school rules and code of conduct) their name will be displayed on the green board.

	<p>It is good to be green. This is where everyone starts.</p>	<p>Adult responses          Non-verbal praise (e.g. smile, thumbs up) -Verbal praise (e.g. well done for... thank you for ...) -          Dojos If a child remains on the green light all week, a text will be sent home to celebrate this achievement.</p>
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	If a child's behaviour is inappropriate a verbal warning is given	A reminder of what green behaviour should look like will be communicated to the child. If the child does not alter their behaviour then the adult will move their name into amber
	Behaviours requiring a move to amber: - Repeated offence of inappropriate behaviour	The adult will make sure that the child understands what they need to do to get back into green. As soon as the child displays this desired behaviour their name will be moved back into green and the adult will recognise and praise the child for making the right choices.
	Behaviour requiring a move to red: - Repeated offences of inappropriate language (depending on severity and context) - Causing physical harm to others	If a child is moved into red a consequence or a sanction may be put into place by the member of staff Children are asked to reflect on their behaviour, learn from the experiences and suggest what they would do in the future, if felt appropriate.
	If a child's behaviour does not improve a message is sent to the safeguarding/inclusion managers/SLT for assistance	Continued deterioration of behaviour is recorded on CPOMS and message sent to parents Further interventions may be put in place if red behaviour is repeated and meetings with parents may be arranged.

## 10. The role of all staff

- ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time;
- Actively promote and recognise desirable behaviours publicly;
- Take time to welcome pupils at the start of the day and following transition time eg after breaks;
- Never walk past or ignore pupils who are failing to meet expectations;
- Always redirect pupils by referring to the rules- being in the right place at the right time, saying and doing the right things in the right way.



## **11. The role of the headteacher and the senior leadership team**

- Be a visible presence around the school;
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations;
- Encourage use of positive praise through dojos, phone calls and certificates
- Ensure staff training needs are identified and targeted;
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant people;
- May decide to place a pupil in internal exclusion within the school if a pupil continually disrupts other children in the class or is rude to members of staff or adults visiting the school. This will involve time spent away from the class with another adult who will ensure that the child's education does not suffer in any way, but will provide space and time for reflection before returning to class;
- Support teachers, teaching assistants and lunchtime supervisors in managing pupils with more complex or challenging behaviours.

## **12. The role of parents /carers**

- Our expectations for behaviour are explained, and we expect parents to know and support them. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school;
- We expect parents to support their child's learning, and to cooperate with the school We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour;
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, a discussion will be arranged with the inclusion/safeguarding manager. If these discussions cannot resolve the problem a formal meeting may be arranged with the Headteacher/deputy headteacher where grievance or appeal process can be implemented.

## **13. The role of governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines;
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **14. Strategies to promote excellent behaviour**

- Create conditions for excellent behaviour
- Identify and explicitly teach the behaviour we expect
- Model and practise the behaviour
- Notice excellent behaviour





## 15. Use of language

A common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. The spoken culture is the same across the school. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

All staff are consistent and persistent in ensuring children understand what green behaviour should look like and use the same language. When staff notice a behaviour they give reminders of what green behaviour looks like.

## 16. Examples of language used by staff:

You need to show me ..... green sitting, listening, walking, talking, etc. To be in the green you need to.... In our school we....

- I noticed that you were still on the field when you should have been in the line. You are breaking our school rule of not being in the right place at the right time. Please show me green behaviour and line up sensibly. Thank you for listening;
- I noticed that you ran in the corridor You are breaking our school rule of not doing the right thing in the right way. Please show me green walking. Thank you for listening;
- I noticed you were rude to .... You are breaking the school rule of not saying the right thing in the right way Please use your manners and show me green speaking. Thank you for listening.

If a child has been given a warning and a sanction has been given such as staying in to complete work or standing by the wall at playtime-

- You made the wrong choices and so now have chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening;
- I noticed that you ..... please stand by the wall and I will come and speak to you in two minutes.

*Staff will not describe a child's behaviour to other adults in front of the child. Other members of staff must not ask the child to describe their behaviour or get involved unless prompted to by the person dealing with it.*

## 17. Rewards and sanctions

Rewards and sanctions that may be given are as below

Rewards	Sanctions
<ul style="list-style-type: none"> <li>• Verbal praise to child, other staff, parents</li> <li>• Dojos which can be collected towards items to buy in the golden shop</li> <li>• Stickers</li> <li>• Certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Time In</li> <li>• Loss of social time</li> <li>• Movement to another area</li> <li>• Loss of Golden Time</li> <li>• Parents contacted for meetings</li> </ul>



- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Stars of the week with privileges</li><li>• Good news text to parents</li></ul> |  |
|---|--|

## 18. Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units*.

(DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions](http://www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions)

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.