



Positive Behaviour Policy

This policy has been re-written with reference to DfE guidance for 'Behaviour in schools 2022 and Keeping Children Safe in Education 2023.

Date Last Reviewed: **October 2023**

Next Review Date: **October 2024**

Audience: **Open**

Related Policies:

- **Attendance Policy**
- **Anti-bullying Policy**
- **E-safety Policy**
- **External Exclusion Policy**

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1. Aims and Expectations

The school strives to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way, pupils are able to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Sanctions')

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. When sanctions are needed, this policy outlines the expected outcomes for all pupils.

2. Safeguarding

As a school, we acknowledge the legal duties under the Equality Act 2021 and Keeping children safe in education 2023', in respect of safeguarding and in respect of pupils with special educational needs (SEND).

3. Roles and Responsibilities in Promoting Positive Behaviour

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Support the lunchtime supervisors during lunch breaks.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when children have reached stage 3 of the policy and when there are incidents of bullying, racism or homophobic or sexual harassment.
- Be responsible for suspensions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.
- Report to/meet with parents/carers when necessary
- Be aware of and understand his/her rights and responsibilities (see Appendix II)

The Headteacher and/or a member of teaching staff will be on playground duty during lunch break to support lunchtime supervisors.

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All Staff will:

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Reward/praise positive behaviour
- Record incidents of poor/disruptive behaviour in the School Rewards System or behaviour log when necessary
- Inform the Headteacher of any incidents of bullying, racism or homophobic incidents.
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents to improve their child's behaviour
- Be aware of and understand their rights and responsibilities (see Appendix II)

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work cooperatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support and work with the school to improve their child's behaviour
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Headteacher then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II)

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

4. Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the Senior Leadership Team.
- The school keeps a behaviour log which includes incidents of bullying, racism and homophobia. This log is checked twice a week by the headteacher. The children's reflections on their behaviour are kept as a record.

5. Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have moved to stage 3 of the sanctions procedures, they may not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct or they are deemed to be a risk to the health and safety of themselves or of others.

6. Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

7. APPENDIX I - Rewards and Sanctions

Rewards:

To reinforce good work/learning, behaviour and attitude the school uses-

- Verbal praise
- House points which can be viewed by their parents at home
- Weekly merit certificate given out during school assembly
- Pupils' work is displayed throughout the school
- Children sent to the Headteacher or subject co-ordinator to show their work.
- Leaf for the 5Rs (this rewards pupils for being reliable, resilient, resourceful, respectful and reflective).

Sanctions and consequences: Please note:

- Children on behaviour support plans may require different strategies and sanctions.
- As there is no sensory room, for some ASD children it can be helpful to call parents to take them home to give them time to de-stress. This would be voluntary and would not be an external exclusion.
- For cases of self defence, it is more likely that the school will take a flexible approach and make a decision on whether the child initiated their poor choices or made those choices in self defence. Therefore, behaviour stages for self defence are more likely to be stage 1.

Stage	Examples of Behaviour	Possible Sanctions	Comments
1	Interrupting/calling out Running inside the school building Being in the wrong place at the wrong time. (e.g. In upper part of school during lunch break) Ignoring instructions Silly noises Lack of focus/effort Pushing in line Not completing sufficient work in lessons Talking in assembly Swinging on chair Not completing homework to the expected standard, including not reading regularly at home as outlined by the class teacher	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Name on board or a warning card – after 3 warnings in a day move to stage 2 Some incidents in this stage may result in immediate, partial loss of break by being kept back in the classroom or by attending the reflection room where children are expected to reflect on their behaviour to ensure it is not repeated. Discuss how to improve behaviour with the teacher over break/lunch.	Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving.

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Stage	Examples of Behaviour	Possible Sanctions	Comments
2	<p>Persistent stage 1 behaviour. (4 to 5 times)</p> <p>Negatively affecting other pupils' learning</p> <p>Inappropriate remark/interactions towards other pupils</p> <p>Minor challenge or rudeness to authority</p> <p>Minor damage to school's/pupils' property</p> <p>Throwing objects with no intent to harm</p> <p>Hurtful/offensive name calling</p> <p>Swearing</p> <p>Unintentional harm to another child through carelessness.</p> <p>Not being truthful about a stage 1 behaviour</p>	<p>The child can miss part or all of their playtime either with the class teacher or in the reflection area.</p> <p>The child may be sent to a member of the Senior Leadership Team.</p> <p>Any child who has two visits to the reflection room for the same reason to miss part of their lunch break</p> <p>Any behaviour which is offensive/rude/threatening to staff or other pupils will be reported to parents. Please note that racist, homophobic and sexualised abuse must be recorded on the behaviour log and parents should be informed</p>	<p>Incidents to be recorded in pupil reward system/behaviour log.</p> <p>Headteacher to monitor the behaviour log and speak to any child who is on the log for the same reason.</p>
3	<p>6+ times of stage 1 behaviour</p> <p>Persistent stage 2 behaviour (4 to 5 times)</p> <p>Isolated bullying (the child has no record of bullying)</p> <p>Serious challenge to authority and refusal to follow instructions.</p> <p>Repeating offensive remarks to children after receiving stage 2 sanction for the same offence.</p> <p>Deliberately hurting someone, including throwing objects which cause harm</p> <p>Leaving class without permission</p> <p>Stealing</p> <p>Deliberate racism, homophobia or sexual harassment</p>	<p>Child sent to the Headteacher</p> <p>Meeting with parents to set targets to improve the child's behaviour.</p> <p>Loss of playtimes and lunchtimes</p> <p>Ban on representing the school if behaviour shows lack of respect for authority.</p> <p>Ban on trips outside school (fixed period) if the child is deemed to be a health and safety risk due to their behaviour.</p>	<p>Behaviour log to be completed.</p> <p>Targets recorded on log.</p>

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Stage	Examples of Behaviour	Possible Sanctions	Comments
4	<p>Persistent stage 3 behaviour (3 to 4 times)</p> <p>6+ times of stage 2 behaviour</p> <p>Harming someone</p> <p>purposefully leaving a visible mark or injury</p> <p>Further bullying</p> <p>Very serious challenge to authority</p> <p>Deliberate damage to school or pupils' property which causes distress or has a high financial cost (over £20)</p> <p>Physical abuse to a member of staff while the child is not fully in control of their emotions</p>	<p>Headteacher informed</p> <p>Meeting with parents to set targets and inform of further sanctions below:</p> <p>1st sanction - Loss of 6 break/lunch break periods over 3 days.</p> <p>2nd sanction - internal exclusion for a morning and loss of 8 break periods over 4 days</p> <p>For serious offences children might move to the 2nd sanction immediately e.g. They harm another child and refuse to follow instructions from an adult in authority.</p> <p>Parents will be asked to contribute to the cost of fixing or getting something new after deliberate damage to property.</p>	<p>Situation to be monitored by teachers and Headteacher s</p>
5	<p>Persistent stage 4 behaviour (2+ times)</p> <p>Physical abuse to a member of staff while a child is fully in control of their emotions</p> <p>Persistent bullying (over 2 times)</p>	<p><u>Order of sanctions for persistent stage 4 and 5 behaviour.</u></p> <p>Formal exclusions which must be reported to governors</p> <ol style="list-style-type: none"> 1. External exclusion for morning or afternoon (including lunchtime) 2. External exclusion for a fixed time (1 day). 	

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Stage	Examples of Behaviour	Possible Sanctions	Comments
6	Repeated stage 5 behaviour (2+ times)	<ol style="list-style-type: none">1. External exclusion for 2 days.2. External exclusion for a week.3. Governor disciplinary sub- committee convened.4. Possible permanent exclusion from school.	

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

It should be noted that all possible incidents and the sanctions for the incident cannot be named in this policy and any decisions taken are at the discretion of the Headteacher and/or the Assistant Heads.

Should a child reach Stage 6 of the Behaviour sanctions table, the External Exclusion policy comes into force and explains our procedures for the next steps.

8. APPENDIX II - Physical restraint procedures

Wherever possible assistance should be sought from another member of staff before intervening. Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property. This form of physical intervention may involve staff physically interposing themselves between pupils; blocking a pupil's path; escorting a pupil; shepherding a pupil away. In extreme circumstances, trained staff may need to use more restrictive holds. Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep talking to the pupil.

Types of incidents

- (a) where action is necessary in self-defence or because there is an imminent risk of injury;
- (b) where there is a developing risk of injury, or significant damage to property;
- (c) where a pupil is behaving in a way that is compromising good order or discipline

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil; pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

Acceptable measures of physical intervention

The use of any degree of force can only be deemed reasonable if it is:

- (a) warranted by the particular circumstances of the incident;
- (b) delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- (c) carried out as the minimum to achieve the desired result;
- (d) the age, understanding and gender of the pupil are taken into account;
- (e) likely to achieve the desired result.

Recording

Where physical intervention has been used to manage a pupil, a record of the incident may need to be kept. Where physical control or restraint has been used a record of the incident

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must be kept. This record will be stored electronically and physically for the duration of their time at our school, which will include the name of the pupil, the date, time and place of the incident and a brief description of the incident and actions taken. This report will be shared with the parents/carers and the incident discussed.

The report will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher and should be available to governors.

In addition, specific details of the use of reasonable force will be recorded on Form RF I which will include: how the incident developed; attempts made to calm the situation; names of any staff or pupils who witnessed the incident; the outcome of the incident including any injuries sustained, by any pupil or member of staff; the type of hold utilised by trained staff any damage to property which has resulted; whether/how parents have been informed; and, after investigation, a summary of actions taken.

Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report. They should also keep a copy of the report.

Action after an incident

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure. Adults and children involved with any incident regarding physical restraint will also have a full debrief with the headteacher.

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RECORD OF PHYSICAL INTERVENTION	
Child's name:	Class:
Antecedent (if known)	
Other children involved:	Adults involved:
Reason for contact (type of incident) <div style="display: flex; justify-content: space-between;"> Violence to self Violence to others Damage to property </div> <div style="display: flex; justify-content: space-between;"> Serious disruption Running away Other (please specify) </div>	
De-escalations attempted: <div style="display: flex; justify-content: space-between;"> Verbal advice/support/listening Firm clear direction Limited choices </div> <div style="display: flex; justify-content: space-between;"> Time out directed Change of adult Rule reminder </div> <div style="display: flex; justify-content: space-between;"> Success reminder Negotiation Humour </div>	
<div style="display: flex; justify-content: space-between;"> <div> Hold(s) used: None Single elbow (1/2 person) X wrap (1/2 person) </div> <div> Duration of hold: None Double elbow (1/2 person) Other (please specify): Arm on the shoulder </div> </div>	
Please add brief details (continue overleaf if necessary)	
Parent/carers informed:	Outside agencies informed:
Outcomes:	
Reporting Adult/Date	Headteacher aware/Date

9. Appendix III - Rights and Responsibilities

Staff

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

Pupils

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

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Parents/Carers

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To have concerns taken seriously

10. APPENDIX IV - Additions to Behaviour Policy while social distancing measures remain in place.

Stage	Examples of behaviour	Possible sanctions	Comments
1	<ul style="list-style-type: none"> Lining up/walking around the school too close to other children Mixing with a different group to retrieve equipment Forgetting to stay in zoned area Forgetting to social distance in the class Forgetting rules about not sharing 	<p>Quiet reminder</p> <p>Non-verbal signals (e.g. Eye contact, pointing)</p> <p>Clear warning given</p>	<p>Praising good social distancing (e.g. 'Thank you for keeping your distance while you line up.') has a positive effect on those not.</p>
2	<ul style="list-style-type: none"> After 3 stage 1 behaviours Moving around the school without consent Mixing with a different group with intent Moving out of zoned area with intent Playing games which encourage loss of social distancing Not having the correct equipment Sharing with intent e.g. using someone else's pen Not washing hands Coughing/sneezing without covering face Not using a tissue Not putting a tissue in the bin Not social distancing with intent 	<p>Miss 10 minutes of break to reflect on behaviour.</p> <p>Headteacher called to class to speak to child</p> <p>Parents informed that child is breaking social distancing rules</p>	<p>Children should not be sent out of the class or to the headteacher as this increases their risk of infection.</p> <p>Reflection on behaviour could take place in the child's group room, in an area outside or in the hall</p>
3	<ul style="list-style-type: none"> After 3 stage 2 behaviours Spitting on the floor 	<p>Targets set with child and parents to ensure social distancing rules are maintained</p> <p>Child will miss 2 lunch breaks</p>	<p>Targets will need to be set over the phone or through video conferencing.</p> <p>Missed lunch breaks will take place in the hall, outside or in the child's group room.</p>

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Stage	Examples of behaviour	Possible sanctions	Comments
4	<ul style="list-style-type: none">• After 3 targets broken.• Spitting at another child/adult.• Putting other children/adults at risk through purposeful contact without consent of the other children/adult	Parents will be asked to remove child from school for a day	This will not be a formal exclusion unless it is due to spitting or physical harm.
5	<ul style="list-style-type: none">• After 2 stage 4 behaviours	Parents/carers will be asked to keep their child away from school for the rest of the term	This will not be a formal exclusion.

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This document was approved and adopted by the governing body

Date:

23rd October 2023

Name of the Chair of Governors

Tanya Huehns

Signature of the Chair of Governors

Date	Status	Comments
26 th September 2017	Approved	Reference to Exclusion Policy included and details of the 5Rs added
5 th February 2018	Approved	Clarity regarding internal and external exclusions
25 th September 2018	Approved	No changes
20 th March 2019	Approved	Headteacher and all staff roles and responsibilities updated. Paragraph inserted regarding Safeguarding on page 2 of the policy and Trips on page 4.
20 th May 2020	Approved	Appendix 111 added to allow for social distancing rules.
December 2021/January 2022	Approved	Sections updated and corrections made.
23rd February 2023	Approved	Changes made due to advice from the 'Behaviour in Schools 2022' document.
October 2023	Approved	Changes made due to KCSIE 2023