



Behaviour Policy

Date:	September 2020
Date of next review:	September 2022

Positive Behaviour Policy 2020-22

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Netherbrook Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It reflects current practice within the school.

It reflects the views of the all teaching staff and was drawn up as a result of staff discussion, pupil discussion and parental consultation. It was ratified by governors.

The implementation of this policy is the responsibility of all staff, teaching and non-teaching and will be monitored by the Headteacher and Senior Leadership Team

The school's Positive Behaviour Policy should be reviewed every two years.

Netherbrook also has policies for equal opportunities, restraint procedures, bullying and racial equality and these support the Behaviour Policy.

Parents and pupils agree to our Behaviour Policy by signing the Home School Agreement.

Introduction

Netherbrook Primary School promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self- esteem, respect for others and self -discipline.

Children are expected to be polite and to show respect for other people and property. In class, children should join in the lesson to the best of their ability by listening carefully, answering questions and by taking part fully in activities. Pupils themselves play an active part in developing and maintaining good behaviour through Circle Time and Citizenship.

At Netherbrook great emphasis is placed on positive reinforcement of behaviour through praise. We believe that self- esteem effects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are able to reach their full potential. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both written and verbal. Positive and constructive comments are written at the end of children's work to recognise effort, improvement and achievement of targets set. Stickers, stamps and merit points are awarded as rewards for helpfulness, kindness to others, positive attitude, politeness and effort in work.

Positive Behaviour is a necessary part of the provisions we make at Netherbrook to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

Aims of our Positive Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

Teaching Positive Behaviour

At Netherbrook we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are:

Independence and organisation
 Self – image and self- esteem
 Motivation
 Reflection and self- control
 Perseverance
 Fairness
 Co operation with adults
 Collaboration with other children
 Sociability
 Empathy
 Honesty

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Teaching the skills and abilities through whole school, Key Stage and class SEAL assemblies.

Specific School Rules and Routines

At the beginning of every school year, each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment.

These should be based around the Golden Rules.

Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be.

Our Golden Rules

- We keep our hands, feet and objects to ourselves
- We are kind and helpful, and speak to others with respect
- We listen to, and follow instructions first time
- We tell the truth at all times
- We work hard to the best of our ability
- We look after property
- We walk in the classroom and around school

These are displayed in every class room, and in pictures and texts around the school.

As well as the 'Golden Rules' every member of the school community should apply the following principles:

If you don't stop the inappropriate behaviour you are condoning it. You own your own behaviour.

Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy.

Communication and Parental Partnership.

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. We inform parents immediately if we have concerns about their child's welfare or behaviour. We ask parents to keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour. We ask parents:

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

The Role of School Council

The School Council meets approximately once every month. The School Council consists of children from Year 2 – Year 6. Each class has a Councillor and Deputy on the School Council. School Councillors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

Positive Consequences (Rewards) See appendix 1

Netherbrook primary follows a version of the "It's good to be green' behaviour system".

At Netherbrook we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards: -

- Dojo points and Reward certificates issued in assembly.
- Non-verbal rewards such as a thumbs up sign or a smile
- Verbal praise
- Showing work to another teacher and to the head teacher
- Certificates, in classes / groups for good work and behaviour
- Pupil of the week, presented in Praise Assembly
- Class Attendance Award of the week
- Praise postcard / good work letter home to parents, or verbal praise to parents about their children
- Displaying work in class/corridor
- Class teachers may organise their own "Golden Time" activities, where appropriate.
- "Golden Time" ensures that the children who behave well, which are the majority, are rewarded.

All classes may organise their own golden time activities, at a time to suit them. Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions) See appendix 2

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask him/her to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

As with matters relating to sanction, consistency is vital and should be appropriate to each individual situation.

A coloured card based behaviour system has been devised to help pupils to choose the correct behaviour.

Procedures in place when there is concern about a child's behaviour

Pupils who show persistent poor behaviour will be referred to the Deputy Headteacher who will contact parents to discuss any issues that may be causing the behaviour.

Where concerning behaviour continues in spite of all of the above procedures the child will be referred to the Special Needs Co-ordinator who will work with the class teacher, parents and DH to develop an appropriate Individual Behaviour Plan which will be discussed with the child and the parents.

The plan will be reviewed regularly and updated appropriately. Where necessary, referral will be made to a specialist teacher or outside agency, e.g. Educational Psychologist when a different Behaviour Support Plan may be drawn up.

Lunch time and Playground behaviour

Incidents of disruptive behaviour in the dining room or playground are recorded on the 'behaviour chart' by the lunch time supervisors. At the end of lunch these are collated onto 'behaviour slips' and given to each classroom teacher. These records are used to give sanctions for unacceptable behaviour and also to inform the child or children involved in such incidents, teachers, parents/guardians and other interested parties of an individual's poor behaviour when necessary.

This system will follow the school's behaviour system

Lunchtime supervisors reward good behaviour by awarding stickers, smiley faces and Dojo points.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

Attendance

Leaves of Absence

The latest DfE guidance, Advice on School Attendance - August 2013, answers the FAQ;

Can a school fine a parent for taking their child on holiday during term time?

Yes. Parents have a legal duty to make sure that their child aged 5-16, if registered at a school, attends that school regularly. Any periods of leave that are refused by the school will be recorded with the 'G' code which is an unauthorised absence. Taking an unauthorised term time holiday is grounds for issuing a penalty notice according to the local authority's code, and if the leave of absence for holiday was not authorised by the school, the **Local Authority** may issue a warning or a fixed penalty notice.

It is the statutory duty of local authorities to carry out investigations including witness statements leading up to prosecutions. Local Authorities should conduct all investigations in accordance with PACE and Attorney General's Guidelines for Crown Prosecutors Local Authorities cannot delegate this function to schools (including academies) or charge them for this service.

Penalty notices

Penalty notices are fines of £60/£120 imposed on parents. They are an alternative to the prosecution of parents for failing to ensure that their child of compulsory school age regularly attends the school where they are registered or at a place where alternative provision is provided. It is the EIS who upon referral from schools issue Warning Notices and Penalty Notices (for both Leave of Absence and Unauthorised absence) as stated in Dudley's Code of Conduct. Which is available on their website.

Penalty notices can be issued to each parent liable for the attendance offence or offences related to each child taken out of school.

(Example: Two children living with mother and father = (£60.00 fine x 2 children x 2 parents = a total fine of £240.00, this may double to £480.00 if not paid in 28 days.)

Penalties can be used where the pupil's absence has not been authorised by the school.

The penalty is £60 if paid within 21 days of receipt of notice, rising to £120 if paid between 22-28 days. The payment must be paid direct to the Local Authority, **the school does not receive the money**. The parents may be prosecuted in court if 28 days have expired and full payment has not been made.

There is **no right of appeal** by parents against a fixed penalty notice. If the penalty is not paid in full by the end of the 28 day period the local authority must decide either to prosecute for the original offence to which the notice applies or withdraw the notice.

The amendments make clear that head teachers **may not** grant any leave of absence during term time unless there are **exceptional circumstances**.

Please note: If you should choose to take any leave of absence during term time you should complete and return to the school office a "Leave of Absence" return form no later than 21 working days prior to the 1st day of absence. Forms are available from the school office.

If a leave of absence is to be requested it must be for "exceptional" circumstances. This does not include examples such as: "holiday of a lifetime", "special family birthday", "Cheaper holiday" or "visiting family (sick family) abroad" The leave of absence request will be reviewed by the Headteacher.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. The Headteacher will keep the LLMAT and LA informed as required.

If the Headteacher excludes a pupil, the parents will be informed immediately, and reasons for the exclusion will be communicated. 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 LLMAT and LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LLMAT and LA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Learning Mentor and Learning Link Worker

Mrs S Daly is our school Learning Mentor and Mrs A Bowen is our Family Support Officer. Part of their role is supporting parents and children in managing any stresses and strains at home or in school.

Mrs Daly will meet with pupils in school to discuss their concerns or behaviour, she will provide a level of support and counselling to try to explore solutions to the child's problems. She will be based in the Nurture Room and is trained in dealing with emotional and self-esteem issues which can affect young children. If issues related to home life emerge then Mrs Daly will liaise with Mrs Bowen to see what further support may be offered.

Mrs Bowen will meet parents at home, arrange meetings within school and can be contacted by phone or in person. She aims to support the families where necessary, provide information and help get problems solved. She also runs the Netherbrook Parent Group meetings on a weekly basis. She will be based in the Community Room.

Involving Parents

In keeping with the aims of our Pastoral Care policy, we encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour.

Information about ways in which parents can help their children is provided in the school prospectus, through year group transition meetings, DGFL Portal, Positive Parenting Workshops, weekly parent group meetings and newsletters.

Monitoring

All negative behaviour is monitored. Phase Leaders collect the names of pupils who have received Yellow or Red cards each week and these are logged on to the school information system (Integris). This is to appropriately manage persistent offenders and track trends in negative behaviour incidents. The class teacher records minor classroom incidents on specific children if records are required for outside intervention to be implemented. The Deputy Headteacher records serious incidents of bad behaviour.

We also keep a record of any incidents that occur at lunchtimes: lunchtime supervisors give written details of any incident on their behaviour chart.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Linked Policies

This policy is linked to the following other policies:

- Physical Restraint and Intervention Policy
- Safeguarding and Child Protection Policy
- Attendance Policy

Evaluation

The effectiveness of the policy will be measured by:-

- . Lifestyle Survey
- . Exit Questionnaire
- . Cocentra Questionnaire

This Positive Behaviour Policy will next be reviewed in July 2021.

NETHERBROOK PRIMARY SCHOOL
POSITIVE BEHAVIOUR POLICY

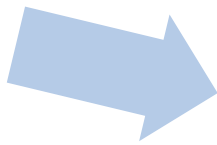
Reviewed: July 2012 (P Rawlings) – Updated to reflect changes to practices in school.
July 2014 (P Rawlings/T Wilkes) – Updated to reflect changes to pastoral care organisation.
July 2015 (P Rawlings/A Bowen) – Attendance section added to comply with legislation.
July 2017 (P Rawlings) – Updated to reflect some minor changes in procedure and personnel
July 2019 (P Rawlings) – Reviewed and updated
September 2020 (P Rawlings) Reviewed and amended to incorporate Dojo points and pebble parties.

Netherbrook Primary School Behaviour System 2020-21



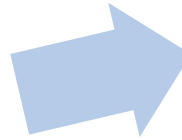
Class Dojo Points

- Class Dojo points will be given out as personal rewards linked to our school values and to class work, behaviour, hard work, effort and homework. These replace House Points.



Silver and Gold Cards

- These will be added to the good to be green system.
- Silver Card = DHT Award = 3 Dojo Points.
- Gold Card = HT award = 5 Dojo Points.



Pebble Pots/Parties

- Pebbles will be placed in the pot for whole class rewards linked to the school values.
- The aim is to earn a 'Class Pebble Party' when the jar for each class is full.

Class Dojos

- All classes to use this system and set it up using parents email contact details – this will mean when your child earns a Dojo point or a Silver and Gold card you will be notified immediately through the ClassDojo app.
- Dojo points will be awarded for displaying any of the 6 Netherbrook school values on an individual basis and good effort in class etc.
- Dojo points will replace House Points as individual rewards.
- Examples of Dojo points: being ready to start, excellent handwriting, trying hard, 10/10 on spellings etc.
- Every 50 Dojos will earn a child a small prize from the class Dojo Prize Box.
- Certificates will be issued for each 50 Dojo Points awarded.
- If a child is 'green' all day, then they will receive a dojo point for good behaviour.
- Dojo points will not be rescinded once awarded.

Pebble Pots

- The pebbles will be given out for whole class or group rewards – the pebbles will eventually fill the 'pebble pot' and at that point each class can have a class reward such as a 'Pebble Party' – this will most likely be an own clothes pebble party/disco in the classroom.
- Pupils may bring in sealed snacks for the own party food or collective food (whatever the teacher prefers) – **Covid 19 restrictions currently apply.**

- Examples of pebble points = the class being ready to go out to lunch, class lining up nicely in corridor, tables being the best in class. Excellent overall behaviour in a lesson, good participation as a class in an activity, a great class assembly or class activity. Representing the school well in the community etc.
- The pots take a while to fill, the pebble parties will occur when the pot is full – this may vary from class to class.
- Whole class reward = 5 pebbles in the pot.
- Pebbles can be removed from the pot if the overall class behaviour deserves it.

Silver and Gold Cards

The Good to be Green system will be adapted to include silver and gold cards.

Silver Cards are issued for the following excellent features (not an exhaustive list):

- Homework
- Class work
- Outstanding values shown
- Consistently high standard of work
- Significant improvement
- Consistent helpfulness

If a child is awarded a Silver Card, then this is to be celebrated in class and comes with **3 Dojo points** for that child.

They will then be sent to the Deputy Headteacher's office for a DHT Award sticker for their book/shirt/planner.

Gold Cards are issued for the following outstanding features (not an exhaustive list):

- Outstanding work in class
- Amazing effort
- Two silver cards in the same day or three in the same week
- Going above and beyond (selflessness)
- Something outside of school demonstrating a superb level of skills, effort or commitment.

If a child is awarded a Gold Card this is to be considered '*exceptional*' and might happen just a few times each week/month in each class.

A Gold Card = **5 Dojo points** and pupils should go to the Headteacher for a HT award sticker for their book/shirt/planner.

Appendix 2 (Sanctions)

