



# Policy for Behaviour



## Introduction

This policy was initiated in October 2017 following consultations with children, staff, parents and governors. This involved using staff meetings to consider which elements of the policy were to be maintained, amended, introduced and discarded (MAID). Pupils on the School Council were interviewed and their views helped to inform the final structure and expectations set out in this document. We want our policy to be more than just a document, rather based on the actions that we do and the ethos that we promote in Northern Parade (Federated) Infant and Junior School.

## Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all, hence one of our core values is focused on 'Teamwork'. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Everyone in the school takes responsibility for making our school a happy place in which to learn and work.

When a large group of children and adults work together it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know there are boundaries to what is acceptable within that framework. The staff would like children to come to school ready to enjoy learning. The majority of our children do but for those who may disrupt lessons or play times, the staff have developed a behaviour programme which reinforces positive behaviour and sanctions unacceptable behaviour. This programme requires assistance from pupils, teaching staff and support staff. Parental involvement is actively encouraged.

## What do we stand for and believe?

**Motto:** Eager to Learn ~ Live to Learn

**Mission:** Create a happy, secure & stimulating learning environment in which all members of the school community can grow in confidence & develop their full potential.

**Vision & Values Statement:** A creative community working together to motivate, challenge & build resilience in our independent learners.

**Values:** Teamwork, Resilience, Independence, Creativity, Challenge.

**TEAMWORK  
TRIO**



**RESILIENT  
RUBY**



**INDEPENDENT  
ISAAC**



**CHALLENGE  
CHARLIE**



**CREATIVE  
CHRISTOPH**



## Rewards

We praise and reward children for good behaviour in a variety of ways:

### *Praise from staff*

- Used in an on-going way for any good work / effort / behaviour / act of kindness etc e.g. a smile, handshake, high-five, thumbs-up, compliment.

### *Stickers*

- Gratification for academic excellence, given by senior leaders.
- Reward for endeavour outside of school e.g. in Celebration Assembly.

### *Good Work assembly*

- To recognise and record outstanding work.
- Certificate given by Classteacher.
- Acknowledged in assembly.

### *Star of the Week (Infants) / Class Captain (Juniors)*

- Nominated by staff.
- Badge presented in assembly.
- Children's names published on the school website.

### *Prefect status*

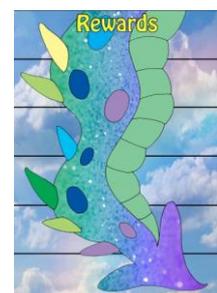
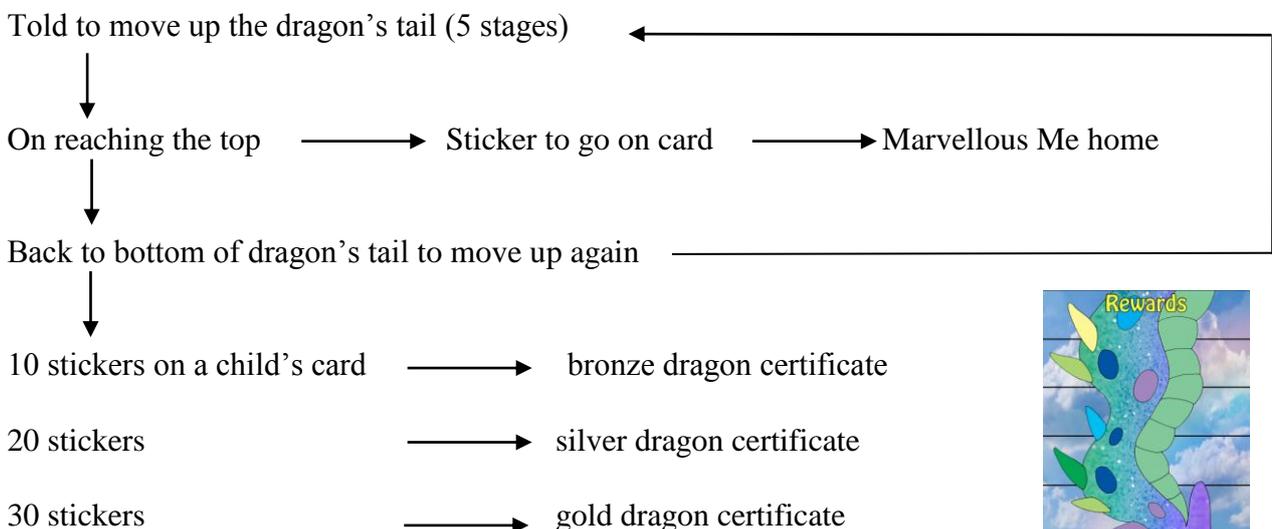
- Year 6 children chosen each year.
- Head & Deputy Boy and Girl.
- Badges presented in assembly.
- Used as role models for good behaviour around the school.
- Special privileges (discussed with prefects).

### *School Councilor (2 per year group)*

- Nominees voted by the class and agreed by staff.
- Meeting with staff lead(s) of the School Council.
- Badges presented in assembly and noted on school website.
- Used as role models for good behaviour around the school.
- Used to communicate ideas and questions between pupils and staff and vice versa.
- Used to promote new ideas in the school.

## Reward system

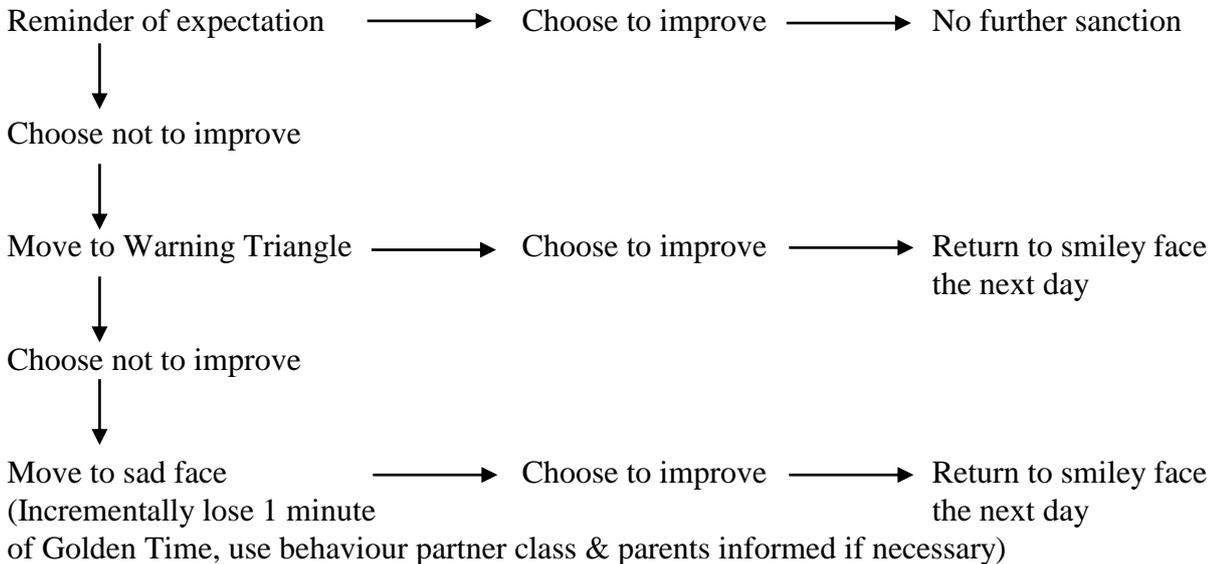
To promote good behaviour and attitudes at Northern Parade we have a reward system in line with our 'Dragon' values. Children can move up a dragon's tail when told to do so by members of staff if they demonstrate that they are meeting our high expectations in respect to these values. See below:



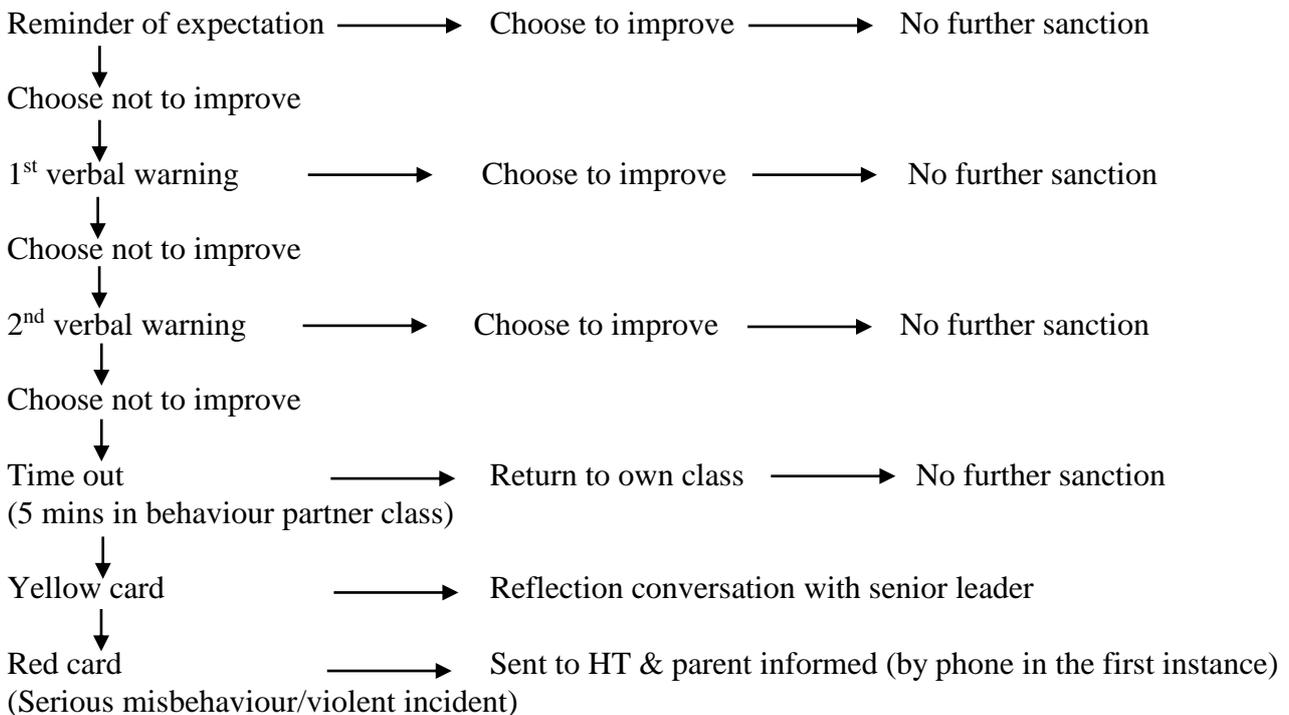
## Sanction system

The school employs a number of sanctions to uphold the school values, which differs in the infant school to the junior school. This is done to take into account the age, maturity and development of our pupils. The majority of the time, sanctions are used to ensure optimum classroom behaviour and zero low-level disruption. See below:

### **KS1**



### **KS2**



**\*It is vital that any sanction is fair and proportionate to the behaviour.**

A Red Card can be an accumulation of sanctions or a serious incident. Serious misbehaviour may be defined as, but not limited to:

1. Defiant behaviour (refusal to respond to an adult).
2. Deliberate and significant damage to property.
3. Direct verbal abuse towards staff / pupils (as opposed to gratuitous, non-directed etc).
4. Threatening (also including intentional racist and/or sexist behaviour).
5. Accusations that are malicious.
6. Violent behaviour causing or intending injury or harm to another person.
7. Substantiated allegation of bullying.

*Internal exclusion (in consultation with the Senior Leadership Team)*

- Used for specific incidents.
- Phone call made and letter sent home to parents.

*External exclusion within the Academy Trust (approved by the Headteacher)*

- Used for highly specific incidents / continued repeated or accumulated serious incidents.
- This may be conducted at an alternative provision, i.e. exclusion may be conducted at a local King's Group Academy.

NB: It is recognised that there are some children for whom a specially identified set of rewards and sanctions is needed. These children have an individual school support or behavior plan (ISSP/IBP) or pastoral support plan (PSP) and the identified rewards and sanctions are agreed as part of this. Where this is the case, all adults working with the child have a copy of the plan. External agencies such as the Multi Agency Behaviour Support Service (MABSS) or the Child and Adolescent Mental Health Service (CAMHS) are likely to be involved.

We are aware that for some children, their behaviour is a symptom of other issues going on in their lives or that their needs are not being adequately met. If we suspect that a child is suffering, or is likely to suffer, significant harm then we will not hesitate to follow our Safeguarding/Child Protection policies.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of bullying are recorded and dealt with seriously. We promote our anti-bullying policy and clear definitions of what bullying is, and is not, in order to avoid unfounded allegations where the terminology is misunderstood.

### **Power to search without consent for 'prohibited items'**

The law allows school staff to confiscate items from pupils and have the power to search without consent in accordance with The School Behaviour (Determination and Publicising of Measures in academies) Regulations 2012. This is to ensure the health, safety and well-being of all members of our school community and will only be implemented in extreme or urgent circumstances.

### **Pupils' conduct beyond the school gates**

The school expects its pupils to maintain their high standards of behaviour beyond the boundaries, whether it is during or out of school hours. Our pupils understand that they are representatives of our school and that their behaviour reflects on the reputation of Northern Parade (Federated) School.

As such, we will address misbehaviour outside of the school which is witnessed by a member of staff or reported to the school. It is vital that apologies are made and lessons learned, if our pupils conduct themselves inappropriately within the local community and beyond. Each situation will be dealt with on an individual case to case basis.

### **The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at school at home and beyond in society.

We outline our expectations in the Home School Agreement, and we expect parents to read these and support them. The Behaviour Policy will be consulted upon with parents regularly and a copy available on the school website.

Any pupil found to be stealing or damaging school property will have their parent/carer contacted and may be asked to pay for the damage. In line with legal provisions, members of staff are allowed to confiscate inappropriate items as long as it is reasonable in the circumstances. Equally, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school.

We expect parents to support their child's learning and to co-operate with the school, as set out in our expectations which are discussed in our meetings for new parents. We aim to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, we feel that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or Year Leader or Executive Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Fixed-term and Permanent Exclusions**

Only the Executive Headteacher has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Board. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the Local Authority and the Local Governing Board about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The Local Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

The Local Governing Board 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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and whether the pupil should be reinstated.

If the Governors' Appeals Panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

### **Monitoring**

The Executive Headteacher, senior leaders and pastoral staff monitor the effectiveness of this policy on a regular basis. The Executive Headteacher also reports to the KGA Trustees Board on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The school keeps a variety of records for incidents of misbehaviour. The adult who is following up an incident, records the incident on a 'Behaviour Incident' sheet, these will inform other staff who need to know, plus senior leaders, what happened and actions to take from the incident. Parents may be informed and further action taken with children whose unacceptable behaviour is persistent. We also keep a record of any incidents that occur at break or lunchtimes: the lunch-time supervisors give verbal accounts of any incident to the teacher or Assistant Headteacher concerned. There are records for recording incidents of bullying, ICT and discrimination.

The Executive Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Governing Board to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

### **Review**

The Local Governing Board reviews this policy regularly e.g. every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Local Governing Board receives recommendations on how the policy might be improved.

Dated: September 2019

Date for review: September 2021

*Teachers have the right to teach  
&  
Children have the right to learn*