

Netherton Moss Primary School

Behaviour Management Policy

Overview

At Netherton Moss, good behaviour is central to all we do. High standards of behaviour will be promoted at all times in lessons and throughout every aspect of the school's life. Our consistent approach to behaviour is a part of our on-going work to ensure the mental health and wellbeing of all and the development of resilience for all learners. All members of staff set high standards and children are given clear guidance on what is expected of them. We provide all children with a structured school environment which has well communicated social norms and routines, which are reinforced with a consistent system of rewards and consequences. This is paired, when appropriate, with an individualised graduated response that takes account of any individual social, emotional or mental health needs or learning difficulties.

Objectives

- To create a culture and ethos that promotes a happy, safe and supportive environment, which focuses upon the emotional well-being and the academic and mental resilience of every member of the school community.
- To create an atmosphere where children work hard and take pride in their learning and will want to do well, thinking positively and having the confidence to 'have a go'.
- To create responsible citizens who have respect for themselves, their environment and other people and can make a positive contribution to society and the wider world.
- To encourage empathy, compassion and respect, taking into account the needs and feelings of others, especially those who find life challenging.
- To foster relationships within the whole school community, that promotes a sense of tolerance and cooperation as being fundamental to the development and fulfilment of happy and healthy lives for all.
- To build a school community which values kindness, courtesy, compassion and good humour.

Our Expectations:

In order to achieve the schools aims and embody our values the children are taught to follow a set of simple expectations that evolve as the children develop and mature throughout their time in school:

Attend well:

Strive to be in school every day and never be late so that you can get the most out of your lessons and enjoy every learning opportunity.

Think positively:

Enjoy the challenges you meet every day in school; celebrate your success, learn from your mistakes and know that with perseverance you will always make progress.

Work hard:

Give the teacher and the task your full attention and make it as easy as possible for everyone to concentrate, learn and do their best.

Be friendly:

Make every effort to be kind, cooperative and caring and ensure that you never hurt other people or their feelings.

Stay safe:

Make sensible choices and conduct yourself in a calm and thoughtful manner in all parts of the school at every time of day.

Show respect:

Treat other people's views, feelings and belongings along with school equipment and the environment with the utmost care and attention.

Take responsibility:

Know that your actions have consequences, both for you and those around you, and be prepared to reflect upon your behaviour honestly and take steps to improve.

Be a role model:

Know there is always someone looking up to you, work hard, have fun, be happy and look out for needs of others.

These school expectations are shared with the children regularly and displayed around the school. They are incorporated into the individual class charters that are negotiated and agreed at the start of each school year. We work in partnership with parents to ensure that the school's values become central to the lives of all children.

The school expectations are celebrated at a termly Celebration Assembly. One child is selected for each expectation and is presented with a special certificate in front of their family and friends. Rewards for attendance are dealt with at a separate event where all the children achieving or exceeding the school target are rewarded.

Strategies & Guidance

Our school expectations are supported by a wide range of classroom management strategies, curriculum opportunities and collective worship themes that promote the school's expectations.

- 1 All staff will set, expect and demonstrate high standards of behaviour both in lessons and at all other times they are with children, treating the whole school community with respect.
- 2 All children will be taught to treat others well, be polite, respectful, well-mannered and well behaved.
- 3 Positive behaviour will be reinforced and rewarded, with priority given to the praise of positive behaviour ahead of voicing disapproval at inappropriate behaviour.
- 4 Each class should use a clear system of rewards and consequences. Rewards should be age appropriate and reflect the children's interests. Consequences should be age-appropriate, and implemented sensitively and consistently by staff to encourage and promote good behaviour. They should broadly follow the following graduated response:

Behaviour Level		Graduated Response	Examples	Recording	Class DOJO
+	0	Reward			DOJOs given, up to 5
		Verbal Praise			
-	1	Verbal Warning	Not listening, shouting out, off task, bad manners being silly	Teacher's Discretion	DOJOs removed, to a maximum of 5
		Recorded Warning			
		Move within the class			
	2	Partial loss of break times	Inappropriate language, name calling, telling lies, refusing to work, preventing the learning of others, rough play, ignoring members of staff,	Class record moving to CPOMS if repeated and a record of patterns becomes necessary	
		Removal from the class			
	3	(high intensity) requires the involvement of a senior staff member	Further Action	Repeatedly refusing to obey a member of staff, stealing, bullying,	
-	4	(very high intensity) requires the immediate involvement of a senior staff member	Severe Incident	Physical abuse of pupil, staff or self, leaving school premises, serious abuse of school property causing damage,	CPOMS

5. Incorporated within this graduated response classes from Reception to 6 should make use of the Class DOJO App to provide the children with a visual record of their on-going behaviour. Positive behaviours result in children receiving individual and class DOJO totals for which children there are agreed rewards. Individual: 100+ Bronze Belt Award, 200+ Silver Belt Award and 300+ Gold Belt Award. etc. Whole class rewards will be negotiated and agreed at the class level to reflect class size and the children's interests.
6. Other class based rewards include: Star of the week, stickers, positive visits to other classes or the Headteacher as well as communication with parents, phone calls, notes home etc.
7. Where the consequences of poor behaviour results in children missing playtime or other activities the individual will be appropriately supervised. Only in extreme circumstances should a child miss the whole of playtime, where this occurs, care should be taken to ensure they have time to stretch their legs and visit the toilet.
8. Staff will make it clear to children that that each new day in school is a clean slate and they have every opportunity to demonstrate and celebrate positive behaviour.

9. Behaviour incidents at Level 3 and 4 and those that involve communication with parents and the use of consequences extending over a period of more than one day should be recorded on CPOMS.
10. Staff should also use CPOMS to record incidents where the children are being monitored for the purposes of Child Protection or for children whom may require a referral to SENDIAS for their behaviour in the future.
11. All staff are actively encouraged to seek the support and advice of their colleagues when dealing with challenging behaviour.
12. The school will involve parents at an early stage where a child is experiencing behaviour problems.
13. Where behaviour difficulties prove to be particularly challenging or complex then the class teacher will discuss it with members of the Pastoral Team and other colleagues who will agree an individualised graduated response including reasonable adjustments in order to provide help and support.
14. When there is a serious problem with a child's behaviour that cannot be resolved using the school's strategies, the Headteacher and the wider Pastoral Team will involve outside agencies.
15. Where appropriate an individualised, graduated response including reasonable adjustments will be put in place.
16. In extreme cases, a child's unacceptable behaviour or failure to respond to support may result in the child being excluded from school by the Headteacher in accordance with guidance from the local authority.

This policy recognises that the primary classroom is a busy and challenging working environment containing many people with differing needs and therefore, teachers may need to exercise their own professional judgement and knowledge of the children when using this response system in order to ensure that it is applied to individuals fairly and consistently. As part of this policy we acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs.

Bullying

At Netherton Moss, bullying and any other forms of intimidation will not be tolerated. All children will come to school without fear and will be safe in school. All staff will be vigilant and will intervene promptly if there are any signs or reports of bullying.

What do we consider bullying to be?

There are many definitions of bullying but most consider it to be:

- Deliberately hurtful and aggressive behaviour towards another
- Repeated over periods of time
- Difficult for victims to defend themselves against

Bullying can take many different forms but the main types are:

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting, making offensive remarks
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Cyber: name calling, spreading rumours/stories, images, threats and offensive remarks via mobile phone, e-mail, or social networking sites.
- Bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

How do we respond to the issue?

- We will work hard to ensure all children are aware of the different forms of bullying and that they actively try to prevent it from occurring.
- We will record all bullying incidents and will act promptly and effectively at the first sign of bullying. Every allegation will be investigated and followed up. Incidents and actions will be recorded on CPOMS.
- Once reported, we will share with parents and carers the steps we will take to investigate and resolve the issue.
- We will encourage children and parents to report any attempted bullying.
- We will protect and reassure any victims of bullying.
- We will have effective sanctions and consequences to deter bullying and successful strategies to reform bullies.
- PSHCE and circle time will be used to discuss bullying and to ensure that all children are aware that bullying is never acceptable and that the victim must report it to parents, staff or friends.
- Our aim is to make our school a happy school that is free from bullying.

(See Appendix 1 – Defining Bullying at Key Stage 1 and 2)

Outcomes

This policy will promote the ethos and values of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote high standards and support the aims and values of the school. It will foster positive relationships throughout the school community and promote community cohesion.

This policy acknowledges and supports the following statutory guidance from the DfE -

Keeping Children Safe in Education September - 2022
Approaches to preventing and tackling bullying - June 2018
Mental Health and Behaviour in schools – November 2018
Searching, screening and confiscation – July 2022
Behaviour in Schools July 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1159438/Suspension_and_permanent_exclusion_guidance_-_May_2023.pdf

Summary of points taken from Statutory Guidance

- Teachers have power to discipline pupils for misbehaviour which occurs in school, on school visits and, in certain circumstances outside of school. Staff may discipline children for misbehaviour when the child is taking part in a school-organised or school-related activity, wearing school uniform or in some other way identifiable as a pupil of our school. Or for misbehaviour that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. In all cases of misbehaviour, the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member.
- Teachers can confiscate, retain or dispose of children's property as a punishment, and can search without consent for 'prohibited items', such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and any item banned by the school rules.
- The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent children committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Staff may also use such force as is reasonable given the circumstances when conducting a search for the above prohibited items.
- The power to discipline also applies to all paid staff with responsibility for children, such as learning support assistants and lunchtime supervisors.
- Parents have the right to make representations to the governing body.
- Allegations of abuse against staff will be taken seriously and dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Disciplinary action will be taken against children who are found to have made malicious accusations against school staff.
- Records of incidents of physical assaults on staff will be kept.

APPENDIX 1

When discussing what is bullying and what is not with children we use the following definitions according to the age of the children:

Defining Bullying with Key Stage 1 children

It is bullying when people –

- Hurt others on purpose, especially hitting or kicking
- Say they will hurt other people
- Tease others unkindly
- Call people names
- Take other people's things, spoil or throw them away
- Say unkind things about others, whether true or not
- Prevent others from joining in their work or group activities

It is not bullying when people –

- Hurt others by accident
- Don't know other people want to join in
- Won't let other people have their own way
- Ask others to take their turn
- Want others to play by the rules
- Borrow or use others' things without asking, especially if they do not know they are not for general use

Defining Bullying with Key Stage 2 Children

It is bullying when people –

- Deliberately hurt others time after time, especially when people are unable to defend themselves
- Tease other especially when the person being teased begins to feel unhappy about it
- Call others names, especially when the names are about how people look eg race, colour, appearance, culture, gender, ethnic origin, sexual orientation or any form of disability
- Threaten they will hurt others
- Try to take peoples' possessions or money by force
- Demand that others give them money or possessions
- Force others to do things they know they should not do
- Hurt others physically and repeatedly
- Spoil, damage, take or throw away other people's belongings
- Leave people out of play, groups, or other social activities deliberately and frequently
- Exaggerate tales or spread rumours particularly when meaning harm to the person
- Act maliciously towards others, openly or by stealth
- Make offensive remarks to show they are intending to hurt or dominate others

It is not bullying when people –

- Borrow things and forget to return them
- Ask if they can join in
- Call people by a name they are happy with
- Hurt others accidentally
- Give good reasons why others cannot be included in a group activity

Incidents are recorded and discussed with relevant staff. Homophobic and racist incidents are reported to the Headteacher and parents/outside agencies are involved as appropriate.

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