The Rivers
C.of E. Academy Trust

Behaviour Policy

Committee	Quality of Education
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Officer Responsible	CEO/CFOO/Director of Education/Director of Inclusion etc

This document sets out the regulations for the MAT and all member academies

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Principles

At North Worcester Primary Academy, we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these. Our behaviour policy is an essential foundation for generating an ethos consistent with our values.

Our Values

Our Positive Approach

Our school provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement is central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and in order to motivate pupils to achieve this we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear consequences. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

Teaching and Learning

Expectations of Behaviour

Our principle aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour. Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards the difficulties at school. These may include:

- poor emotional literacy skills
- low self-esteem
- poor social skills
- an inability to accept responsibility for his/her actions
- poor speech and language skills

In order to combine these sometimes divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour, which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek to facilitate the child in modifying his/her behaviour by reinforcing the positives and raising the pupil's own view of his/her achievement in all areas.

We aim, therefore, to help our pupils:

- to relate appropriately towards each other;
- to relate appropriately towards adults;
- to follow teacher instructions;
- to accept help and guidance;
- to accept rules and expected routines;
- to take responsibility for their behaviour;
- to recognise the consequences of their actions;
- to enjoy learning and achievement.

Modelling forms an integral part of this process. This includes modelling between staff and pupils. Thus, our pupils have continuous opportunities to teach and learn from each other and staff through example and explanation.

We aim to establish for our pupils:

- A safe and secure setting
- A calm working atmosphere
- A stimulating and organised classroom environment
- An interesting and appropriate curriculum in line with the National Curriculum
- A supportive and sympathetic framework

There are five school values which pupils are encouraged to follow at all times: safety, trust, achievement, respect and sharing. These have been kept at a minimum for the pupils' benefit and will be clearly displayed in the classrooms and other appropriate areas. These values form the framework for pupil behaviour. In addition, we expect the following general standards of behaviour from our pupils:

- Pupils are expected to attend regularly;
- Dress must be smart and according to the school's Uniform Policy;

- Pupils may not leave the school's premises during the school day without prior permission from staff and written permission from parents;
- We do not tolerate bullying in any forms e.g. prejudice, discrimination, cyber. (please see our preventing bullying approach)
- Inappropriate language, swearing and name-calling are not acceptable;
- Pupils are discouraged from bringing in any items from home, such as large amounts of money and mobile phones. If mobile phones/devices are allowed in school, they are locked away during the school day and handed out at the end of the day.
- Please also see the searching and confiscation guidance in our safeguarding policy.

Behaviour Curriculum

Our school endeavours to be proactive in improving behaviour. Thus, a part of our curriculum is the explicit teaching and learning of appropriate behaviours and Values for Life. It is through our behaviour curriculum that our school's expectations are translated into teaching and learning. Our behaviour curriculum reflects these two roles accordingly.

1. For all pupils, the behaviour curriculum consists of a regular and structured programme within the PSHE curriculum. This is intended to develop pupils' social, emotional and behavioural skills as well as ensuring their social, moral, spiritual and cultural development is enhanced. However, the teaching of appropriate behaviour will underlie all of the work in the school with subjects being seen as vehicles for teaching this as well as subject content.

2. For pupils attending behaviour intervention programmes, the themes of some of the workshops are:

- Anger management
- Social skills
- Speaking and listening
- Emotional Literacy
- Self-esteem
- Relationships

A number of these workshops will be delivered during each year in 6-week blocks. They will be selected depending on the needs of the pupils. Expected behaviour is explicitly taught beyond the PSHE curriculum. Expected behaviour is modelled by staff and carers at all times through out school mantra and behaviour charter.

Roles and Responsibilities

Promoting positive behaviour is the responsibility of the school as a whole. For our policy to be implemented comprehensively, the roles and responsibilities are broadly outlined below.

The Role of the Headteacher

The headteacher is responsible for:

- establishing an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality;

- organising support for implementing the behaviour policy;
- developing, monitoring and reviewing of the behaviour policy.

The Role of the Teaching Staff
The Teaching staff are responsible for:

- implementing the behaviour policy with their class;
- effective classroom management and the consistency of their application of the approaches outlined in the policy;
- provision for all children within class, including children with special educational needs as defined in the SEND policy;
- delivering a curriculum for teaching and learning appropriate behaviour.

The Role of all Staff (including lunch staff)
All staff are responsible for:

- ensuring that the policy is consistently and fairly applied;
- teaching pupils how to behave appropriately;
- providing mutual support;
- modelling the high standards of behaviour expected from pupils.
- consistently refer to the mantra and charter
- use Teaching Children to Listen strategies.

The Role of the Pupils
The pupils are responsible for:

- shaping and promoting the school's code of conduct;
- supporting staff and other pupils.

The Role of the Parents and Carers
The parents and carers are responsible for:

- their child's attendance;
- their child's behaviour inside and outside school;
- working in partnership with the school to establish and maintain high standards of behaviour;
- modelling the high standards of behaviour expected from pupils.
- To support the school when making decisions regarding behaviour.

Behaviour Approaches and Strategies

It is the intention of this policy document to outline the behaviour approaches and strategies used in our school to ensure that all staff have a consistent approach. Consistency is paramount to maximise the effectiveness of the provision at our school.

The approaches are categorised into positive consequences, negative consequences (including exclusions) and de-escalation strategies.

At times behaviour can give cause to suspect that a pupil may be suffering or likely to suffer from harm. In these cases, the DSL or DDSL will consider if pastoral support or other interventions are needed.

All staff are aware that, at times, mental health, disabilities, SEND and trauma can affect pupils' behaviour and these may be taken into consideration when behaviour consequences are enforced.

Positive Consequences

'It is a well-established maxim in teaching that rewards are much more effective than punishment in motivating pupils.' 'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.' DFES 2003

Our positive reward systems are essential for achieving our expectations and enabling pupils to achieve their full potential. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged. It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently and be given important status.

Our positive consequences consist of:

- Verbal praise and encouragement
- Showing work to staff and other pupils, recognising the effort of individuals
- The use of Dojos, including the 100 club reward monthly
- Star of the Week celebration
- The use of stickers to praise and celebrate individual achievements
- Recognition of extracurricular achievements and individual successes
- Praise and commendation from the headteacher, SLT and Phase Leaders
- Recognition boards with the use of siler and gold stickers for achieving above and beyond.

ClassDojo

ClassDojo is used as a positive reinforcement tool to support the school's behaviour expectations and values. Staff award Dojo points to recognise and celebrate pupils who demonstrate expected behaviours such as respect, kindness, effort, resilience and following instructions. Points are given consistently across the school to ensure fairness and clarity for all pupils. Dojo removal is used as a reflection tool alongside the behaviour ladder, not as the primary consequence. Pupils may work towards individual or class-based rewards linked to Dojo points, helping to build motivation, a sense of achievement and a positive classroom culture.

Negative Consequences

'Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.' DFES 2003

Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the consequences that will result from their choices. When a pupil makes poor choices and displays undesired behaviour, the negative consequences are implemented fairly and calmly. Our negative consequences are designed to encourage our pupils to take responsibility for their behaviour.

Our negative consequences consist of:

- Visual prompts – the use of pictorial cards or objects to give reminders to pupils;
- Verbal prompts, reminders and warnings;
- Use of the school values on display in the classroom;
- Completing unfinished work during another specified time in the day. This could be at break or lunch time;
- If undesirable behaviour is shown repeatedly, pupils complete a 'What Should I do Next Time?' sheet with their teacher during break or lunch time.

If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the headteacher will determine the best course of action from the following:

- a letter will be sent to parents/carers by the headteacher or senior leadership team asking for an emergency meeting and an alternative program may be set up;
- Positive Handling Plan to ensure safety of all;
- individual risk assessment to ensure safety of all;
- individual behaviour plan;
- internal suspension dependant on the severity of the incident;
- permanent exclusion – this is rarely used and only in extreme circumstances.

Exclusions/Suspensions

No suspension/exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. Suspensions/Exclusion may be used when there is a:

- serious breach of the school's rules, values or policies;
- serious risk of harm to the education or welfare of the individual pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident). All exclusions will be logged and considered on a half-termly basis by the headteacher and CEO to help identify trends and address issues. This policy should be read in conjunction with the Suspension and Permanent Exclusions Policy.

This is a comprehensive record of our rewards and sanctions. However, it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement takes into account the individual pupil's emotional, social and health issues, which may be complex.

Searching, Screening and Confiscation

Headteachers and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 of DFE guidance, Searching, Screening and Confiscation July 2022 or any other item that the school rules identify as an item which may be searched for. We follow the DFE guidance, *Searching, Screening and Confiscation July 2022*.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- vapes;
- fireworks; and
- pornographic images.

De-escalation Strategies

We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences.
These strategies include:

- removing the audience – using a quieter place or moving the other pupils away;
- planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return;
- planned ignoring – rewarding the pupils who are showing the desired positive behaviour;
- use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil;
- distraction - distracting the pupil's attention from the problem;
- re-focusing the pupil's interest;
- changing the activity if appropriate;
- small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks;
- appropriate use of body language;
- appropriate use of personal space;
- involving another colleague – a different voice and change of face can be very effective;

- recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner;
- providing an increased level of support if appropriate;
- offering alternative actions for the pupil to take;
- using personalisation, relationship and previous successes – remind the child of a situation they were successful in;
- clearly outlining the positive consequences if they make a good choice;
- remaining firm, fair and caring.

Staff at North Worcester Primary Academy will use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

The use of Positive Handling

Some staff at the school are trained using an approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used in exceptional circumstances ie if the child's behaviour presents a danger to:

- the child
- other children
- members of staff
- serious damage to property
- the good order and discipline of the school.

Physical restraint should be used only as a last resort, ie de-escalation strategies have failed. It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment. Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed. The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used. It is essential that two members of staff are present if restraint has to be used. If a child is determined to leave the school, teachers may use their physical presence to obstruct the exit and to remonstrate with the child and hold a child to prevent him/her from leaving the school. If these strategies are unsuccessful, restraint may be used if the circumstances outlined above are applicable, the child is at risk in other ways, eg in contact with an unsuitable adult or there is no responsible adult at home to take charge or to inform.

Any incident involving the use of restraint should be reported, verbally, to the headteacher immediately and this should be followed by a written report of the incident within 24 hours. Staff should complete a Positive Physical Intervention report.

Following a restraint there is support for both the pupil and the members of staff, this involves following the Team-Teach guidelines. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff what would lead to solutions. For staff, they will have the opportunity to de-brief with staff as soon as it possible after the incident.

Support Systems for Pupils

Our strategies for early intervention for pupils most at risk include:

- regular pupil review meetings;
- contact with parents for unexplained absence;
- contact with parents for unexplained changes in behaviour or attitude;
- referrals for specialist advice;
- where a fixed-term exclusion has been applied, parent/s and pupil attending a reintegration meeting before returning to school and agreeing a pastoral support plan (PSP).

Support Systems for Staff

Our strategies for staff support include:

- regular professional development and training on behaviour management;
- induction on behaviour management for new members of staff;
- weekly staff meetings with opportunities to discuss any concerns;
- advice and support from colleagues;
- when referrals are needed to other external agencies, the member of staff will consult with the headteacher/SENDco;
- spending time talking through the situation with the Early Intervention Family Support Worker.

Support System for Parents and Carers

Our strategies for parental support include:

- contacting parents/carers when a pupil has an unexplained absence. This ensures that the parent/carer is aware that the child is not in school, enabling the parent/carer to take steps to establish that their child is safe;
- involving parents/carers at all stages of their child's education when deemed necessary through review meetings;
- making the school's expectations explicit to parents/carers to enable them to understand and participate as fully as possible;
- inviting parents/carers to attend school so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue;
- inviting parents/carers to attend a drop-in session with the Early Intervention Family Support Worker.

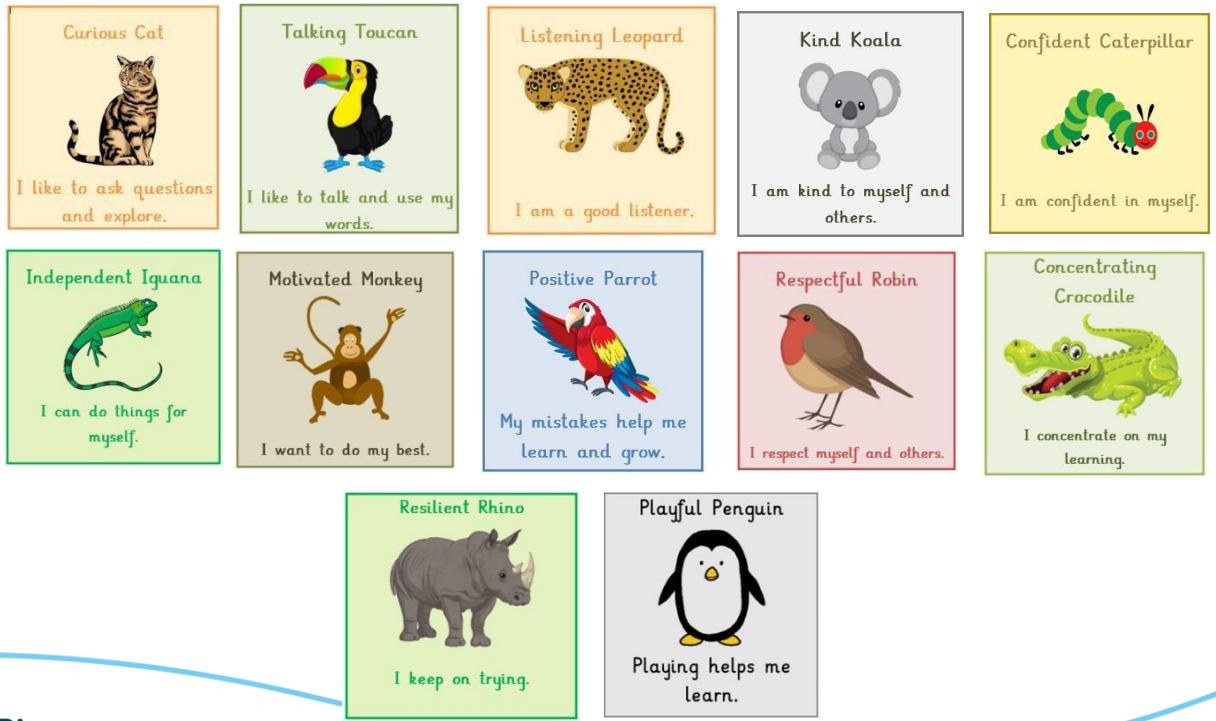
Teaching Children to Listen

The Teaching Children to Listen programme, developed in partnership with Speech and Language guidance, is used across the school to support pupils in developing essential listening and attention skills. This approach is underpinned by four key expectations: sitting still, staying quiet, looking at the person who is talking, and listening to all of the words. These behaviours are explicitly taught, modelled and reinforced by staff to ensure consistency and clarity for all pupils. The programme supports pupils in becoming effective learners by promoting focus, self-regulation and respect for others. Staff use consistent language and visual cues to remind pupils of these

expectations, and positive reinforcement is used to acknowledge pupils who demonstrate strong listening behaviours. This approach is applied across all areas of the school day to create a calm, attentive and purposeful learning environment.

Characteristics of Effective Teaching and Learning Characters in Practice

We have created our own bespoke characters so the children across EYFS and KS1 can access the Characteristics of Effective Teaching and Learning through a child friendly approach. These characters have been developed to reflect our philosophy. For example, we have a 'Resilient Rhino' which teaches pupils to 'keep on trying'. This exposes children to the vocabulary they will need to become focused and successful learners. These characters become a vital part of the school's behaviour curriculum to ensure that all pupils are exposed to positive learning behaviours from the beginning of their school journey here at North Worcester. Our pupils are awarded stickers when they demonstrate these behaviours around school. This then enable parents to discuss and recognise their positive behaviour at home and encourages open dialogue around being a positive learner.



Attendance Champions in Practice

Strong attendance is expected and celebrated at North Worcester Primary Academy. One of the ways we do this is to celebrate the 3 classes with the strongest attendance each week in Celebration Assembly. The class with the best attendance win a certificate which is placed on their classroom door and also get to look at the attendance trophy for the week.

Appendix

1) NWPA charter
2) NWPA mantra
3) Reflection sheet

Appendix 1 – School Charter

Our School Behaviour Charter

Our School Values
Safety • Trust • Achievement • Respect • Sharing

Safety

We follow school rules and adult instructions We walk calmly and make safe choices We tell an adult if something feels unsafe

Trust

We are honest and tell the truth
We take responsibility for our actions
We try to fix our mistakes

Achievement
We try our best and do not give up
We are ready to learn
We let others learn too

Respect
We use kind words and good manners
We listen when others are speaking
We take care of our school and playground

Sharing
We share equipment and take turns
We share ideas

Appendix 2 – Our Mantra

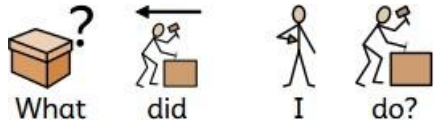
We choose respect.

We Care.

We Listen.

We lead by example.

Appendix 3 – Reflection

Name:	Class:
	

Which STAR value did I **not** show?