

# Behaviour Policy

To be read alongside Ascend Learning Trust Behaviour for Learning Policy, Noremarsch Praise Policy & Behaviour Steps



# Noremarsh ABCs

Our behaviour policy is underpinned by our values; **Ambition, Belonging, Compassion**. At Noremarsh we know that children learn best when they feel happy and safe within a community where they **belong**. We are **ambitious** for all our children, academically and socially, and know that they learn best in a calm and purposeful environment. We understand that some children find behaviour more difficult than others and will need support to learn to behave well in school. In showing **compassion** to all our children we are modelling what we expect in our children.

## Aims and principles

Behaviour is everyone's responsibility. All of our community are responsible for their own behaviour and all of our adults will respond to positive and poor behaviour consistently. The central aim of our policy is model positive behaviours and narrate the positives, restorative principles are used to help children learn and improve their behaviour and consequences are given proportionately and consistently for poor behaviour, as set out in the **behaviour steps**. All adults consistently lead with praise as set out in the **praise policy**. Adults narrate the positives they see in class and outside, so that all children see what is expected and how they can achieve that same positive feedback. We seek to agree standards from staff, parents and pupils as set out in the Home-School agreement.

We believe that values are learnt through the way that adults and children behave towards each other. All staff at Noremarsh should model the types of behaviour encouraged by the school policy. We hope that parents will contribute to a positive atmosphere by encouraging good behaviour at home and supporting our efforts to maintain it in school.

We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). We support all children to understand how their behaviour impacts on other people and how they can change their behaviour positively in the future.

At Noremarsh Junior School we believe in labelling the **behaviour** rather than the child. All adults at Noremarsh will make sure that they highlight and identify the child's inappropriate behaviour rather than criticise the child;

e.g.

*'xxxxx that was silly behaviour, that was a silly thing to do' rather than ... 'xxxxx you are silly, that was an unkind thing to do' rather than 'you are unkind'*

Standards should be consistently applied throughout the school, by all adults.

We want our children to succeed in school: good behaviour and self-confidence are an important foundation for achievement. Children respond well to fairness and an ordered

atmosphere. We believe in a clear code of conduct, reinforced by a combination of rewards and sanctions. We also believe in giving pupils a 'fresh start' however, persistent, inappropriate behaviour is not acceptable.

We acknowledge that some pupils need more support with maintaining acceptable behaviour, just as some pupils need support with learning, and this will be achieved through positive reinforcement and restorative practices. Additional support is put in place through one of our trained ELSA's where there is an identified need.

## Roles and responsibilities

### Teaching team

The teaching team set the tone within their class. At the start of each year, they will populate the **Behaviour Overview** with their class so that everyone knows what to expect at each of the stages of the behaviour policy.

All adults in school relentlessly model and praise positive behaviours, consistently reinforcing expectations for all. Children are treated with fairness and understanding. Adults manage groups of children in a positive way to encourage their learning and good behaviour, and deal calmly and firmly with disruption.

Repeated incidents of poor behaviour are logged on CPOMS so that SLT and the Safeguarding team are aware and can discuss at their weekly meeting, and/or support the team involved, track patterns and intervene directly where needed. Good communication can often resolve a problem at an early stage.

In order to help create the positive atmosphere needed towards learning and good behaviour, PSHE takes place in all classrooms on a regular basis. This approach also supports our anti-bullying and PSHE policies.

### Senior Leadership

Senior leadership, including the headteacher, support all staff in behaviour matters. Through advice, standing side by side to deliver consistent messages and to swap in where needed. They are involved in all serious matters of unacceptable behaviour.

Senior leadership monitor behaviours logged on CPOMS regularly. It is discussed weekly in team meetings.

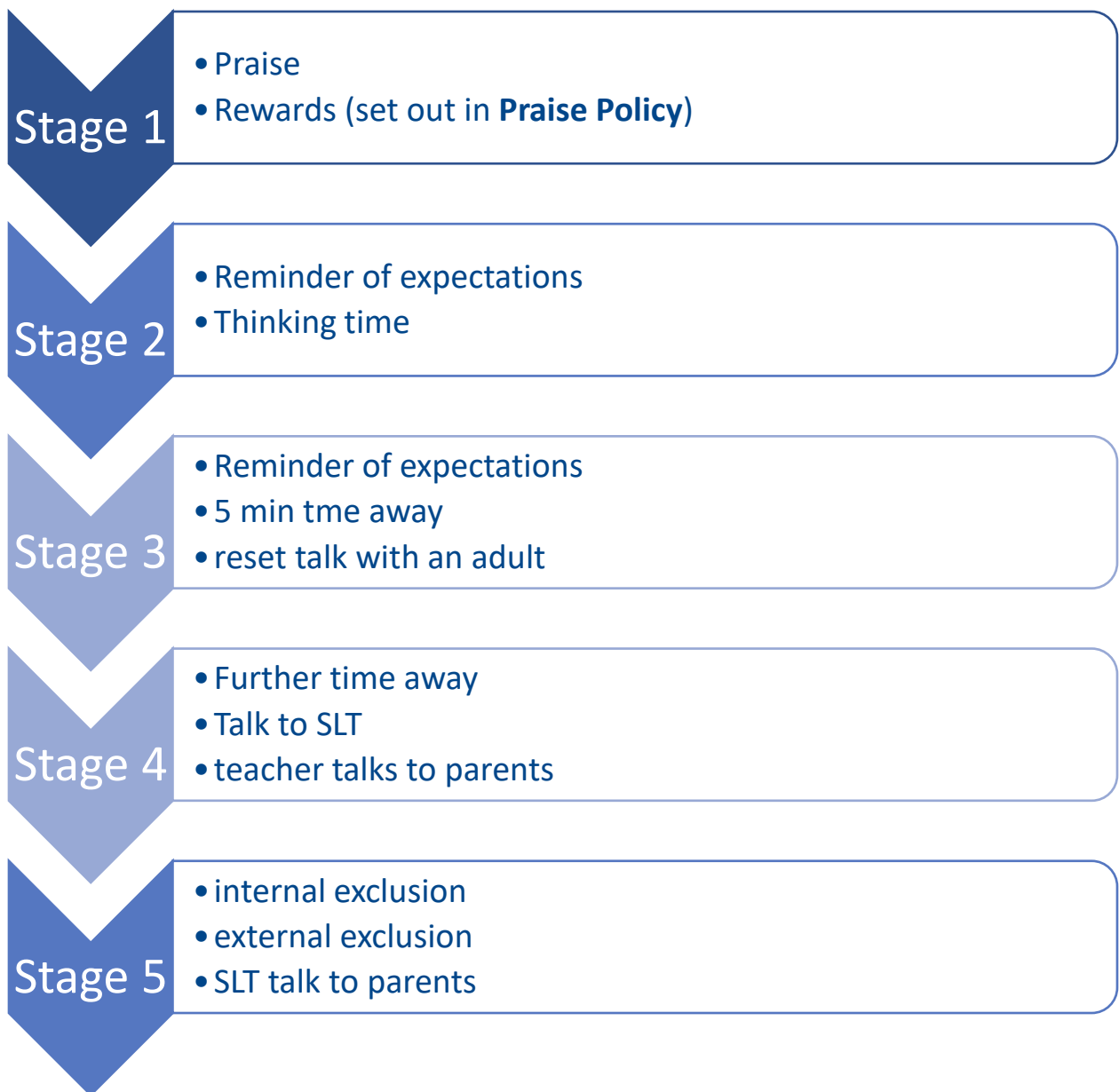
The headteacher has the responsibility for giving suspensions (fixed-term exclusions) to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. School governors will be notified if these actions take place.

## Parents

Good communication is the key to success and we try to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Prompt action can often stop a problem developing. Our expectations for behaviour of pupils are laid out in our Home-School agreement which is signed by all children, parents and staff.

## Behaviour Steps

These steps are followed consistently in class and at break and lunchtimes.



## Extreme behaviour

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. These are always logged on CPOMS.

If a child should demonstrate anti-social or dangerous behaviour senior leadership are informed immediately. If necessary, the rest of the children will to be sent to another classroom so that the staff can try to diffuse the situation. Discussion will be arranged between school, home, governors and Wiltshire Council (outside agencies) as appropriate.

Racial and sexual harassment will not be tolerated, and any incidents must be reported to the headteacher immediately. Records of any incidents, including actions, are logged on CPOMS. Parents will be contacted immediately so that we can work together to prevent this type of anti-social behaviour. PSHE lessons will help to instil, in pupils, tolerance of others.

The school will take appropriate action against pupils who are found to have made malicious accusations against school staff.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with this policy and as set out in the steps above.

## Persistent poor behaviour

If a child is not responding to actions challenging their behaviour, or their behaviour is deteriorating rapidly, then Pastoral Support is used to try to help children to manage their behaviour e.g. ELSA/specific planned TA intervention/ Behaviour support.

We will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi- agency assessment is necessary.

## Pupils' conduct beyond the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable in response to non-criminal bad behaviour and bullying which

occurs off the school premises and which is witnessed by a staff member or reported to the school.

This includes; misbehaviour when children are;

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, 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 pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## Confiscation of inappropriate items

Teachers may confiscate, retain or dispose of a pupil's property as a consequence for poor behaviour, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Teachers may search without consent for prohibited or stolen items.

## Glossary of terms

SEN	Special Educational Needs
ELSA	Emotional Literacy Support Assistant
CPOMS	Secure online logging system currently used for safeguarding and behaviour
SLT	Senior Leadership Team
PSHE	Personal Social and Health Education
TA	Teaching Assistant