

Newton-le-Willows Primary School & Nursery



Behaviour and Discipline Policy

Status:	STATUTORY		
Responsible Person/People:	Mrs Chisnall, Mrs McCormack, Miss Bloor Mr. Brown, Mr. Ibbotson School Staff		
Responsible Governor:	Mrs. Charleston		
Approved by:	Mr. Limb	Signature: <i>Gary Limb</i>	Date:
Last reviewed:	Autumn 2023		
Next review:	Autumn 2024		

POLICY ON BEHAVIOUR AND DISCIPLINE

SECTION 1 BEHAVIOUR STATEMENT

Introduction

At Newton Primary School, we aim to maintain an environment where we 'Nurture the Potential to Succeed.' To achieve this, we have clear behaviour expectations, with appropriate and proportionate: recognition, rewards and consequences which are fundamental to children achieving their best in school. Its fair and consistent implementation is the responsibility of all staff, at all levels.

The policy is a result of consultation with pupils, parents, Governors and staff and it reflects current practice in the school. Children have contributed to the behaviour policy through pupil surveys and through PSHE lessons. Most importantly, pupil and staff wellbeing will be at the forefront of our 'Behaviour Ethos'.

Our Behaviour and Discipline Policy begins with a promise from the adults in school to provide a clear, consistent and calm approach to promoting positive behaviour. It is not primarily concerned with rule enforcement; the main priority of our policy is to promote positive relationships for children - with peers and adults and with the common purpose of supporting everyone to learn in a nurturing, empathetic and respectful environment.

Aims of the Policy

- To provide a shared understanding of what 'positive behaviour' is in the school.
- To provide an atmosphere in which pupils can learn well and teachers can teach effectively.
- To create a **consistent and proportionate** approach to recognition, rewards and sanctions so that pupils feel the systems are fair.
- To give staff tools to support de-escalation, co-regulation and building resilience.
- To ensure flexibility in supporting behaviours that might be the result of Adverse Childhood Experiences and/or additional support needs.
- To provide a caring and supportive environment in which pupils are able to distinguish right from wrong.
- To develop a positive climate, based on care, courtesy and consideration for others and for the whole school.
- To encourage pupils to take the initiative and accept responsibility for their behaviour and progress.
- To equip children with strategies to manage their behaviour and build positive relationships with others.
- To show pupils that their work and good behaviour is valued, and to help maintain high expectations.
- To foster excellent relationships and create an ethos of mutual respect and trust, enabling cooperation in all aspects of school life between adults and pupils, and between pupils.
- To develop respect for school and personal property.
- To prevent bullying.

SECTION 2 RIGHTS AND RESPONSIBILITIES

All members of our school community have rights as individuals and also have personal responsibilities to others. These have been outlined below:

	Our rights	Our responsibilities
For children	To be treated with respect. To be safe. To learn. To make mistakes. To be listened to.	To behave respectfully towards others. To behave in a way which keeps self and others safe. To be ready to learn. To attend school regularly. To be willing to learn. To allow others to learn. To learn from our mistakes. To allow others to make mistakes. To give opinions in a constructive manner. To listen to others.
For all adults in school	To be supported by peers and leaders. To be listened to. To share opinions. To be treated courteously by all others in the school community. To be made fully aware of the school's systems/policies and expectations. To receive appropriate training to increase skills in behaviour management. To be treated with respect. To be safe. To learn. To make mistakes. To be listened to.	To ask for support when needed. To offer support to colleagues and leaders. To listen to others. To give opinions in a constructive manner. To model courteous behaviour. To recognise and acknowledge positive behaviour in others. To seek information and use lines of communication. To support others developing their skills in promoting positive behaviour and good attendance. To acknowledge areas of their own behaviour management skills which could be developed. To try new approaches.
For parents/carers	To be treated with respect. To be kept informed about their child's progress. To be listened to. To have access to information about the school's approach to behaviour and attendance. To have concerns taken seriously. To be well informed and be involved in any ongoing issues with their child.	To behave respectfully towards others and conduct themselves appropriately. To make sure their child attends school regularly. To make sure their child attends school on time. To ensure that their child is ready to learn (fed, watered, appropriately clothed and equipped). To talk to their child about what he/she does in school. To talk to teachers if they have any concerns about their child's learning or well-being. To listen to others. To share concerns constructively

SECTION 3 **PRINCIPLES OF OUR BEHAVIOUR POLICY AND REWARDS**

At Newton Primary School, we believe that outstanding behaviour and attendance needs to be taught and we can do this through our School Values and our 3 School Rules:



Our School Values spell the acronym '**STRIVE**' as we are all striving for success as a collective community. Each letter of the acronym signifies one of five key values that underpin our school ethos:

Self-motivation

Teamwork

Resilience

Independence

Vision

Emootional Intelligence

We **STRIVE** to nurture all.

We **STRIVE** to reach our potential.

We **STRIVE** to succeed.

Our school values relate to our School Motto – '**N**urture the **P**otential to **S**ucceed.'

Positive Recognition Strategies:

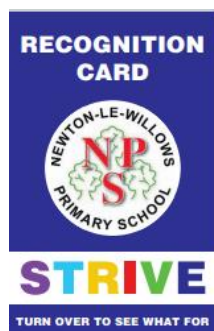
The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, predictable routines and expectations that ensure children feel they are valued members of our learning community and are motivated to always try their best.

Recognition Boards will be used in every classroom to encourage social and learning behaviours with a focus on the key behavioural expectations. For example, 'One voice at a time' may be written on the board. Adults or pupils in the class can nominate those following the instruction to get their name put on the board. The emphasis is on children working together as a team to get everyone's name on the board and the learning/social behaviour will be unique to that particular class.

Marvellous Me Badges are allocated for those displaying our STRIVE values - leading to the awarding of one Very Important Person (VIP) in our weekly 'Celebration Assemblies'. This will lead to positions of responsibility within the classroom and school with those in receipt of a VIP lanyard being given privileges across the week in which they hold that role.

In addition, we wish to give recognition to pupils who go **'Over & Above'**. 'Over and Above' behaviours include exceeding our school values, impacting the wider school community and showing initiative. We do this through:

- **'Recognition Cards'** to take home for going 'over and above' our expectations
- **'STRIVE café'** cards (for recognition of effort) for one pupil, per class, per week, to come to our weekly café for a treat.
- **'Midday STRIVE award certificates'** for our lunchtime supervisors to hand out to one pupil per week in each class.



Electronic Behaviour App

All classes have access to the **'Marvellous Me'** application. This enables teachers to share STRIVE badges and individual achievements with parents/carers, enabling them to share in the celebration. Teachers can also share messages and activities with parents and carers via this App too.

Reasoning

At Newton-le-Willows Primary School, we believe that children sometimes do not have the right language to explain their feelings and that it is our role to help children find socially acceptable ways of expressing themselves.

We have a positive culture and believe that children respond better to encouragement than punishment and we know that the 'bigger the consequence' does not equal the 'greater the impact'. We stress the positive and that if we pay more attention to good behaviour, we get more of it.

The classroom climate is controlled by the class teacher. We recognise that we too are learners and if we need to ask for help with behaviour strategies, this is a professional strength.

SECTION 4 BEHAVIOUR CURRICULUM TO ENCOURAGE OUTSTANDING BEHAVIOUR

At Newton, we regularly encourage appropriate behaviour and attitudes and constantly refer to our expectations for behaviour in and around school. As part of our behaviour curriculum, the school values and standards of behaviour are addressed regularly and are explored during assemblies and during reflection time in class.

Strategies which may be used by teachers and other adults to encourage outstanding behaviour include:

- Use of circle time as a way to share information and resolve conflict in the classroom.
- Give the children opportunity to experience calmness and quietness and silence where appropriate.
- Explore issues of conflict using Restorative Justice approaches after events.
- Plan appropriate, challenging and stimulating lessons which are relevant to the child's ability.
- Focus on positives such as verbal praise, smile, thumbs up, stickers, STRIVE café etc.
- Pastoral Support accessed through Nurture provision and/or through small groups or on a one to one basis, facilitated by a specific member of school staff.
- Targeted Lunchtime clubs and activities.

- Following a clear rota, all members of SLT and MLT (when appropriate,) to deliver assemblies which reinforce rewards and positive behaviour.

SECTION 5 SANCTIONS AND CONSEQUENCES

At Newton Primary, we use the following systems for sanctions and consequences to teach pupils how to behave and to correct their behaviour.

- **Immediate and proportionate** consequences for 'misbehaviour'
- Close work with **external agencies** and the **Local Authority** for further support and guidance (following a graduated approach) when there are any serious concerns about a pupil's behaviour for example, the involvement of the Behaviour Improvement Team.

Two Page Behaviour Summary

The Two Page Behaviour Summary (appendix 1) is a sequence of steps which are focussed on small but certain consequences and a restorative, not punitive, ending. The step-by-step plan will be used by staff to ensure consistent language and measures are being used throughout the school, and expectations and boundaries for the children are clear and predictable.

Responding to pupils who are not following the school expectations:

Correcting Behaviours: 'We don't do xxx here. Thank You' (non-confrontational)

Stage 1 – Non-Verbal Reminder

Non-Verbal Responses

- Proximity: stand next to the pupil/use strategic seating plans
- Waiting: stop talking, stand quietly and wait until all pupils are doing what they should be
- Removing distractions: remove item of distraction and return it when pupil is back on task.

Stage 2 – Verbal Warning

Language Patterns

- When...then
"When you sit down then I can speak to you."
- Maybe...and
"Maybe you are upset and when you sit down I can speak to you."
- If...then
"If you are stuck then put your hand up."

Stage 3 – 30-second Script. Children will owe the staff member 2-minutes of their time before a playtime or home-time. A restorative card should then be issued. (See below)

30-Second Script

- I noticed you are..."
- You are not showing our **STRIVE** Value..."
- You have chosen to..."
- Do you remember when you..."
- That is who I need to see today. Thank you."

Stage 4- Restorative Meeting (Former reflection)

When a child has received x3 restorative cards across a half term or exhibits unsafe or serious behaviours, a restorative meeting will be issued. The child will meet with a member of SLT/ MLT to discuss the incident at break or lunchtime. A restorative card will be issued as part of the meeting and behaviour will be monitored closely across the days which follow.

Restorative Card to be completed with the staff member, then passed onto another member of staff. If the behaviour improves, it is ripped up. If behaviours do not improve after the pupil is seen by x3 members of staff, an IBP and report card to be implemented, parents to be informed, and staff to book a spotlight for an upcoming staff meeting.

Stage 5 – This could include internal isolation with a member of the leadership team (during lunchtime), or, depending on the severity of the behaviour, could include a fixed-term suspension. For children at this stage, an IBP will already have been implemented. Support from the Behaviour Intervention Team will be sought.

Stage 6- For persistent issues with behaviour, the introduction of a PSP or Alternative Provision/Managed Move may be required (with support from external agencies). This will be decided after consultation with parents/carers and professionals.

Optional Regulate Stage – Safe spaces/regulation strategies to be used. Our staff know our pupils best and can decide if/when this stage is required

Connecting & Defusing

- Offer choice: instead of, "It's time to read your book." Try, "Which of these books would you like to read?"
- Limit use of non-negotiable words: "Is it alright with you if..." "How do you feel about..."
- Share responsibility: "Us". "We", "Let's", "Together"

Running Commentaries

- Describe and say 'what you see' with regards to a child's emotions.
- You look happy today- you have a big smile on your face."
- I'm wondering if you feel sad today. You've been very quiet."

Language of Belonging

- You are a valued member of NPS
- You're an NPS pupil
- You belong and are an important member of our classroom."
- Your feelings are ok with me."
- I'll be thinking about you and keeping you in mind."

Staff to consider adaptations to child's provision to support.

RESTORATIVE CARD

PLEASE SPEND SOME TIME WITH THE PUPIL OVERLEAF.

- 1) WHAT HAPPENED?
- 2) WHAT WERE YOU THINKING AT THE TIME?
- 3) WHAT HAVE YOU THOUGHT SINCE?
- 4) HOW DO THIS MAKE YOU FEEL?
- 5) WHO HAS BEEN AFFECTED?
- 6) WHAT SHOULD WE DO TO PUT THINGS RIGHT?
- 7) HOW CAN WE DO THINGS DIFFERENTLY IN THE FUTURE?

30 SECOND SCRIPTS

As part of the Two Page Behaviour Summary, the 30-Second Script may be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Two Page Behaviour Summary for low-level behaviour incidents.

The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in a neutral tone, designed to prevent escalation and allow for predictability.

Once the script has been delivered, the child 'owes 2 minutes'. They then must 'pay back' the 2 minutes at break or lunch time. It is more effective for time to be paid back at the first available opportunity and with younger pupils, such as those in EYFS, immediately where possible.

NURTURING SCRIPTS

Nurturing scripts may be a more appropriate response at step 3 of the classroom plan for children who are upset, distressed or for repeated incidents where 30-second script has been ineffective.

It is important to note that the scripts do not need to be copied word for word. It is more important that the child gets a clear and consistent message.

The purpose of each nurturing script is detailed below.

- Language Patterns- offer a partial agreement and can defuse a situation quickly. Staff can then follow up the incident later if needed.
- Connecting & Defusing- when things need to be done, consider wording requests in a way that offers options and choice to help the child feel a sense of control and agency. Help the child feel included and share the responsibility.
- Running Commentaries- describe and say what you see with regards to the child's emotions to help them become aware and connect with the emotion they are feeling, building emotional literacy and helping them make sense of the world around them.
- Language of Belonging- having a sense of belonging is very powerful for a child, especially one who perhaps struggles with friendships and/or has experienced trauma. The aim is to consistently reinforce the message of, 'You are welcome, safe and belong here.'

RESTORATIVE CONVERSATIONS

At Newton Primary, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools and create a plan they can use to avoid a similar incident occurring in the future.

As part of the Restorative Meeting whereby two minutes is owed, a restorative card will be issued. The card will be followed by a different adult (up to a maximum of 3) after a period of time (usually a day to a week) to ensure that the behaviour has been rectified and the child recognises the importance of positive behavioural conduct in school. Once the behaviour has been rectified, the card is then ripped up to signify a 'clean slate' and thus a new start for the pupil.



Restorative Questions (Detailed below)

These restorative questions will be a basis to structure restorative conversations. Depending on developmental stage, up to 6 questions will be used. The teacher may decide it would be more appropriate

to start with two questions and build on these as the child develops socially and emotionally. The staff member may also make some changes to the questions depending on the behavioural incident if deemed necessary.

1. What happened?
2. What were you thinking/feeling at the time?
3. How did this make people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how would you do things differently?

REFLECTION TIME

Whereby a pupil has received three restorative cards within a half term or for more serious behaviour incidents, pupils may spend time with a member of the Senior or Middle Leadership Team during lunchtime (when the pupil should be outside) as and when required to reflect. During this time, the pupil will be required to reflect on their actions; carry out some restorative work/have a restorative conversation linked to their actions and discuss strategies to prevent this particular behaviour from being displayed again.

REMOVAL FROM CLASS

For more serious breaches of the Behaviour Policy, a pupil may be isolated from their peers for a short or longer period of time. The timescale will be decided upon by the Senior Leadership team. A pupil can be removed from class during lesson time and/or during unstructured times in the school day and will be supervised by a member of the Senior or Middle Leadership Team (where possible). If placed with a Middle Leader, this may result in the pupil working in another classroom, due to the Middle Leaders teaching commitments at that time. Once again, a proportion of time will be spent discussing the behavioural incident (if appropriate) and strategies will be discussed to prevent behaviour from being displayed again. If a pupil is removed from class during lesson time, they will also be required to complete work (based on the lessons they are missing) while they are isolated.

BREAKTIMES AND LUNCHTIMES

- Children are to keep their hands and feet to themselves.
- Children are to take turns and share.
- Children are to look after playground equipment.
- Children are to display respectful behaviour to ALL school staff.

EXPECTATIONS FOR TRANSITIONAL POINTS

Whereby children are transitioning from one environment to another, such as from the classroom to the playground, teachers will use the language '1...2...3' to ensure consistency in expectations and routine regardless of the staff member or environment.

Transitions (ready in 1, 2, 3):

- Teacher says 1- children stand behind their chairs.
- Teacher says 2- children tuck chairs in and check tables are tidy.
- Teacher says 3- children line up in register order in a quiet, orderly fashion.

EXPECTATIONS AT THE END OF BREAKTIMES AND LUNCHTIMES

- A whistle is blown **by the teacher** on duty at the end of breaktime/lunchtime.
- When children hear the whistle they are to stop moving, stop talking, put down any equipment and stand still.
- When children hear the second whistle, they are to walk to line and stand in line **silently**.
- Teachers are expected to be on the playground to collect their class promptly at the end of breaktime/lunchtime.

DINNER HALL RULES

In addition to the school's 3 rules, children are also expected to:

- Stay in their seat.
- Put up their hand for attention.
- Use a knife, fork and spoon.
- Use indoor, quiet voices.

SUSPENSION AND EXCLUSION

Suspension (previously known as a fixed term exclusion) will be used as a last resort where an individual displays unsafe behaviour, which puts other members of the school community at risk. Both the child and their parents/carers will be made aware of the possibility of the ultimate consequence being applied where persistent severe/serious breach of school rules apply.

The Headteacher can also impose:

- Suspension of a child from the lunchtime period, which is classed as a half day suspension.
- Permanent exclusion

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. If an suspension/exclusion does take place, it will be carried out in accordance with the school Suspension and Exclusion Policy.

Suspension/exclusion will only be considered as a course of action by the Headteacher after consultations with all relevant parties e.g. class teacher, parents, discussion with pupils etc.

If the Headteacher suspends/excludes a child, they must inform parents or carers immediately, giving reasons for the suspension/exclusion. At the same time, the Headteacher makes it clear to the parents/ carers that they can, if they wish, appeal against the decision to the Governing Body. The school will inform parents/carers how to make such as appeal.

All suspensions/exclusions will be recorded on CPOMS by a member of Senior Leadership Team and reported to the Chair of Governors and the Local Authority.

SECTION 6: STRATEGIES TO SUPPORT






Alongside the sanctions/consequences (detailed above) to enforce expectations, we also use a number of other methods to manage and improve pupil behaviour in school.

Restorative Conversations

At Newton Primary, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools and create a plan they can use to avoid a similar incident occurring in the future. These restorative questions will be used to structure restorative conversations. Depending on developmental stage, up to 6 questions will be used. The teacher may decide it would be more appropriate to start with two questions and build on these as the child develops socially and emotionally

Positive Handling Plans (PHPs)

These are used if a pupil has displayed or is displaying unsafe behaviours which require the physical intervention of a member of staff to prevent further harm/damage to themselves/others/property or a safe environment. Staff involved hold a Team Teach qualification. The PHPs look at the different levels of escalation and agreed strategies that work to de-escalate that particular child and minimise the risk of harm.

Level	Feelings	Presentation/Triggers	Strategies
4 - Recovery	 Sad, tired, remorseful		
3 - Crisis	 Rage, furious		
2 - Escalation	 Angry, mad, silly, defensive		
1 - Anxiety/Trigger	 Nervous, worried, giddy,		
0	 Happy, calm, pleased, comfortable, OK		

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of a professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

Pupils who have a PHP in place also have an individual risk assessment (see appendix 1) and staff make reasonable endeavours to make the necessary adjustments to support the pupil to reduce the stimulus that may be triggering the challenging behaviours.

Both Positive Handling Plans and Risk Assessments are reviewed following a serious behaviour incident whereby physical intervention is required. In addition, PHPs and risk assessments are reviewed on an annual basis in preparation for transition.

DAMAGE TO PROPERTY

Where a pupil has caused deliberate damage to school property or to the property of another pupil, a charge may be made to repair or replace the article in question. Pupils may also be requested to restore or 'fix' the damage they have caused, if and when deemed appropriate, in order to 'put right' their wrong.

POWER TO USE REASONABLE FORCE – POSITIVE HANDLING/PHYSICAL INTERVENTION

It is important to note that the use of reasonable force will only be applied at this school as a last resort, when all other de-escalation strategies have been exhausted and that any force used will be reasonable, proportionate and absolutely necessary.

Members of staff have the power to use reasonable force if they hold a valid Team Teach Certificate. For examples of situations that may call for Team Teach to be applied, please refer to the school's Care and Control Policy for more information.

Positive Handling describes the full range of Team-Teach strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and children.

Positive Handling is underpinned by documentation which, in addition to allowing access to education for all, supports the child and aims to provide security and safety, allowing for recovery, repair and reflection for all concerned.

All strategies to deal with challenging behaviour are based on providing the maximum amount of care, control and therapeutic support.

"I care enough about you to help you stay in control."

Training:

All staff who use physical intervention are trained by Team-Teach trainers (www.team-teach.co.uk). All staff are entitled to this training and it is the responsibility of the Leadership Team of the school to provide it.

The purpose of Team-Teach training is to support adults' understanding and management of challenging behaviour teaching physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned. It is about how adults show restraint rather than apply it!

The skills and techniques taught have been included as a result of an ongoing risk assessed review by Team Teach. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Director)

FURTHER ADDITIONAL SUPPORT:

At Newton Primary, further additional support structures are in place. These include:

- IEPs, IBPs and Positive Handling/Physical Intervention plans and Risk Assessments.
- Each pupil is available to all members of staff working with them.
- Solution circles to discuss strategies and support for identified pupils.
- Debrief sessions after a serious incident with the staff and, if possible, the pupil(s) involved, reflecting on how this was managed and identifying any points for review or learning.
- Refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by the Senior Leadership Team to inform these.

SECTION 7: PASTORAL SUPPORT AND MENTAL HEALTH

Following the DFE Behaviour Guidance, we have developed an 'SEMH Audit Tool' for staff to use with pupils in their class. This is reviewed on a termly basis to identify pupils who require additional support. It clearly sets out the 4 stages of support (see below) with suggested strategies and opportunities for review. Parents are to be informed of any individual support put in place from stage 2 and updated on outcomes following a 6-week monitoring period.

Where children have reached the 6-week period at stage 2 and there has been little/ no improvement, children may be placed at stage 3 of the Audit tool. Stage 3 may include more bespoke targeted support from 'in house' staff. This may be a daily touching base with an LSA or a more intensive 1:1 course of therapeutic support with an identified member of staff. Whereby such intervention is required, class teacher will meet with parents carers and discuss the support being put in place and consent will be obtained.

At level 4, children may be referred to an external agency such as Listening Ears or Butterflies for more intensive or bespoke support.

Newton-le-Willows SEMH Audit

For all pupils returning to school in September and to be reviewed termly throughout the academic year.

Staff to follow the below approach. MLT to 'check-in' weekly with their team to discuss pupils' needs and the next steps. List of strategies are illustrative, but not exhaustive (staff can add to these).



Class	Date	Staff Member completing document -	
Stage	Pupils	Strategies	Date of Review
1. Holistic Support – all pupils	All	<p>Creating a 'Family' as a sense of belonging within the school environment – start of the term OR if required due to staff changes or difficulties with class cohesion.</p> <p>Daily routines followed in every class.</p> <p>Self-Regulation Stations set up, referred to, modelled and utilised by all staff.</p> <p>Whole Class <i>Visual Timetable</i> with regular 'check-ins' noted</p> <p>Following the PSHE curriculum</p> <p>Play-Based Curriculum Opportunities</p> <p>Daily <i>Good News Stories</i> to share and display</p> <p>Share 'good news' and achievements outside of school share, refer to, and continue to add to</p> <p>Positive Affirmations displayed in classrooms</p> <p>'<i>Comfort Corners</i>' / areas of the classroom to escape to as agreed</p>	Weekly – if any pupils are struggling, start stage 2.
2. Concentrated Support - Those that need a more personalised approach	List names...	<p>Recognising the signs of anxiety (from Recovery Curriculum Training and prompt sheet provided)</p> <p>Discuss concerns with MLT and parents.</p> <p>Provide parents with a copy of Mental Health guide for parent/carers – how to support their child https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-parents-and-carers</p> <p>Teaching staff to refer to https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>Individual Visual Timetable to relieve anxiety (now, next, then)</p> <p>Transitional Objects to be used to support separation anxiety if required.</p> <p>Calm Boxes</p> <p>Coping Strategies – KS1 and KS2 implement</p> <p>Kooth.com – signposted for Y6 pupils</p>	Review Weekly and record on CPOMS/ Discussion with MLT if concerned and require escalation to the stage 3 (update parents)

		<p>Use of the workbook within the school day 'The Unworry Book' – copies available from the pastoral team.</p> <p>Use of strategies/specific texts from Pastoral Team Resources – see individual staff.</p> <p>Signpost children to the Well-Being Area (KS2 only - new build) – staff member to show the child this area and the books and resources in place with how to sign a book/item out.</p> <p>Use ideas from the monthly Pathway 2 Success links sent to all staff.</p>	
3. Targeted support - Those pupils that are still struggling despite a more personalised approach in stage 2	List names...	<p>Refer in to the school pastoral team (see referral form) via MLT – parents to sign agreement/permission</p> <p>Regular sessions with a member of the Pastoral Team following an appropriate intervention, which will be measured for impact. This could be a small group or one to one.</p> <p>Consider Meet and Greet, Nurture Lunch or specific role activity in school.</p> <p>Signpost parents to potential support websites such as Child mental health and wellbeing:</p> <p>NHS - https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/talk-to-children-about-feelings/</p> <p>Young Minds - https://youngminds.org.uk/find-help/for-parents/</p> <p>MindEd - https://mindedforfamilies.org.uk/young-people</p> <p>Place2Be's blog</p> <p>Consider support from the Team around the Child or Early Help.</p>	Review Weekly and record on CPOMS. Discussion with M. Needham/L. Davies if concerned and require escalation to the stage 4 (update parents)
4. Multi-layered support - Trauma or Attachment Issues which require specialist and multi-agency approach	List names...	<p>SLT Discussion,</p> <p>-Referral to external agency based on need e.g. Barnardos/Listening Ears/CAMHS/Social Services/SEND service/EP etc</p>	Review Weekly and record on CPOMS. Ongoing discussion with professionals. (update parents). EHAT?

SECTION 8: WORKING WITH PARENTS

At Newton Primary, we know that parents and carers want their children to work hard and behave well in school. Parents and carers are the primary educators of their children's behaviour. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

Should the school need to implement consequences to deal with unacceptable behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way their child has been treated, they should initially speak to the child's class teacher. If any concerns remain, they should arrange a short meeting with the Year Group Leader.

If parents feel their concerns remain, they should contact the school's Assistant Head Teachers, Deputy Head Teacher or Head Teacher, via the school office, booking an appointment.

There may be times when teachers feel that the school focus is not enough. In such cases, our Pastoral Team can help parents gain access to appropriate help or information relevant to the difficulties of their particular child. For example, Triple P course, Early Help, Team Around the Child etc.

We expect parents to behave in a respectful and civilised manner towards all school staff. Incidents of verbal or physical aggression towards staff by parents/carers of children will not be tolerated and will be dealt with by the school's Senior Leadership Team who will take appropriate action.

SECTION 9: SCHOOL'S POWER TO DISCIPLINE BEYOND THE SCHOOL GATES

All pupils are expected to behave in a manner that does not threaten the health and safety of other pupils, staff or members of the general public.

This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

Since February 2014, teachers have power to discipline pupils for misbehaviour which occurs in school, and in some circumstances outside of school. This also applies to any bullying we are made aware of which occurs beyond the school gates. If a problem occurs in school which initially was instigated outside of school, then the school will intervene.

SECTION 10: SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotion and Mental Health Difficulties
4. Sensory and/or Physical Needs

School acknowledges that children's experiences during the lockdown period (Covid19) may continue to impact on their behavioural presentation/standards of behaviour at this present time e.g. some may present with frustration and a reduced level of stamina; others may present with a lack of social and communication skills.

For many, the process of re-engagement with learning and the school community under unusual circumstances may require some additional input and encouragement. As a result of these varied experiences, children may present with behaviour that is not usual.

This may include:

- Anxiety, lack of confidence
- Challenging behaviour, fight or flight response
- Anger, shouting, crying
- Hyperactivity, difficulties maintaining attention.

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem.

School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or LASC. The Senior Leadership Team and the Governing Body must have regard to the SEND Code of Practice and the Equality Act.

In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it and put together targets for improvements. This would take the form of a 4-part cycle (known as the graduated approach) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. This is explained further in section 2D of our SEN/D Policy.

SECTION 11: SEARCHING PUPILS AND THEIR PROPERTY

The Headteacher can authorise screening and searching pupils or their possessions (including bags or lockers) without parent consent if there is reasonable grounds for doing so.

Reasonable force may be used to execute the search. Since February 2014, this power applies to knives, weapons, stolen items, controlled drugs, tobacco, fireworks, inappropriate images, alcohol and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

This also applies to any item banned by the school rules which has been identified in the rules as an item that can be searched for. Members of staff can instruct pupils to turn out their pockets and consequences can be applied if they refuse to do so. They may also confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances.

Weapons, knives and inappropriate images (child pornography) must always be handed over to the police. In the case of other items, it is for the class teacher/ member of the Senior Leadership Team to decide if and when to return the confiscated item.

SECTION 12: DRUG AND ALCOHOL ABUSE

It is the policy at Newton Primary that no child should bring any drug (legal or illegal) into school. If a child needs prescribed medication during the school day the parent or guardian should present this at the school office and complete the relevant paperwork, before it can be administered.

SECTION 13: MALICIOUS ALLEGATIONS AGAINST SCHOOL STAFF

Definitions

An allegation is defined as where:

'it is alleged that a person working with children or young people (including a volunteer) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of

harm if they work regularly or closely with children.

- For details of how allegations are dealt with please refer to our Safeguarding and Child Protection Policy/ Managing Allegations Against People who work with Children and Young People Policy.

Sanctions should allegations be proved to be malicious

As detailed in our Safeguarding and Child Protection Policy/ Managing Allegations Against People who work with Children and Young People Policy, any allegations or accusations against staff will be dealt with by the Headteacher. Should allegations be proven to be of no substance, a range of sanctions are available to Headteacher based on the seriousness of the allegations, including asking a pupil to leave the school (permanent exclusion).

SECTION 14: MONITORING, RECORDING AND REVIEW

MONITORING

The behaviour of pupils is constantly monitored in order to identify patterns of behaviour and ultimately improve behaviour through new initiatives. Monitoring is carried out in the following ways:

- The Senior and Middle Leadership Teams monitor the effectiveness of this policy and the standards of behaviour across school on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of behaviour. The class teacher records minor incidents. The class teacher also records those incidents in which a child is sent to SLT/MLT on account of poor behaviour. We also keep a record of any incidents that occur at break or lunch times: lunch time supervisors verbally feedback to class teachers if a more severe incident has occurred and may write a written account if the teacher feels this to be necessary.
- The Senior Leadership Team keeps a record of any child who is suspended or 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. The Governing Body will pay particular attention to matters of equality; it will seek to ensure that no child is treated unfairly because of ethnicity, gender or gender identify, sexual orientation or additional needs.

RECORDING

- All incidents should be recorded using the electronic CPOMS systems. Every member of staff has a 'log in' and will record behaviour incidents (see above).
- Pastoral concerns are referred to the Pastoral Team.
- Incidents of bullying are recorded on the CPOMS system. Incidents of reported bullying or allegations of bullying are always followed up.
- CPOMS records are analysed by the Middle and Senior Leadership Team on a half termly basis.

EQUALITY

Newton-le-Willows Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff, pupils, parent/carers and visitors at all times. All personnel are responsible for ensuring that we implement this policy.

Equality means that discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.

REVIEW

The Governing Body reviews this policy **annually**. The Governors may decide to review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy has been reviewed in light of DFE guidance, latest initiatives and any Local Authority policy and procedures. The policy cross references all statutory policies and in particular the Safeguarding and Child Protection policy.

Our Behaviour and Discipline Policy stands alongside our Anti-Bullying, E-Safety Policy, Care and Control Policy, Equality Policy, SEN/D Policy and Safeguarding Policies. Where necessary, when dealing with an incident these policies and any other relevant policies may need to be referred too.

Appendix 1 – 2 Page Behaviour Summary

Our School Rules

Ready
Respectful
Safe



Behaviour Policy Summary



2023-2024

Our School Values:

Self-motivation
Teamwork
Resilience
Independence
Vision
Emotional Intelligence

Our Basic Expectations Include:

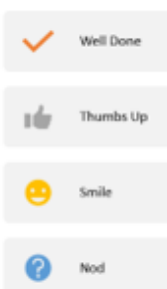
- Fantastic Listening
- Fantastic Lining-up
- Fantastic Walking

When children are following the basic expectations, all adults will recognise this in an immediate, consistent and proportionate way.



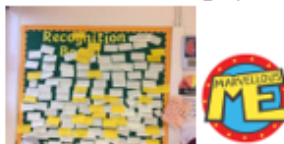
"The positive relationships you form with pupils depend on a restorative approach being your default mode." Paul Dix

How we praise the basic expectations:



Positive Behaviour Strategies:

- ✓ **Recognition Boards** (children's names are written on this board when they achieve the whole class target)



- ✓ **Marvellous Me Badges** (children are awarded a badge when they display a STRIVE value) leading to x2 VIPs to be awarded in our weekly celebration assemblies

Transitions (ready in 1, 2, 3):

- Teacher says 1- children stand behind their chairs.
- Teacher says 2- children tuck chairs in and check tables are tidy.
- Teacher says 3- children line up in register order in a quiet, orderly fashion.

'Over and Above' Recognition:

- **'Recognition Cards'** to take home for going 'over and above' our expectations. Staff member to write the reason for giving out the recognition card on the back.
- **'STRIVE café' cards** (for recognition of effort) for one pupil, per class, per week, to come to our weekly café for a treat.
- **VIP** (for consistent modelling of school values) for one pupil, per class, per week, to come to our weekly café for a treat.
- **'Midday STRIVE award certificates'** for our lunchtime supervisors to hand out to one pupil per week in each class. These will be presented in our weekly celebration assemblies.



Responding to pupils who are not following the school expectations:

Correcting Behaviours: 'We don't do xxx here. Thank You' (non-confrontational)

Stage 1 – Non-Verbal Reminder

Non-Verbal Responses

- Proximity: stand next to the pupil/use strategic seating plans
- Waiting: stop talking, stand quietly and wait until all pupils are doing what they should be
- Removing distractions: remove item of distraction and return it when pupil is back on task.

Stage 2 – Verbal Warning

Language Patterns

- When...then
'When you sit down then I can speak to you.'
- Maybe...and
'Maybe you are upset and when you sit down I can speak to you.'
- If...then
'If you are stuck then put your hand up.'

Stage 3 – 30-second Script. Children will owe the staff member 2-minutes of their time before a playtime or home-time. A restorative card should then be issued. (See below)

30-Second Script

- 'I noticed you are...'
- 'You are not showing our **STRIVE** Value...'
- 'You have chosen to...'
- 'Do you remember when you...'
- 'That is who I need to see today. Thank you.'

Stage 4- Restorative Meeting (Former reflection)

When a child has received x3 restorative cards across a half term or exhibits unsafe or serious behaviours, a restorative meeting will be issued. The child will meet with a member of SLT/ MLT to discuss the incident at break or lunchtime. A restorative card will be issued as part of the meeting and behaviour will be monitored closely across the days which follow.

Stage 5 – This could include internal isolation with a member of the leadership team (during lunchtime), or, depending on the severity of the behaviour, could include a fixed-term suspension. For children at this stage, an IBP will already have been implemented. Support from the Behaviour Intervention Team will be sought.

Stage 6- For persistent issues with behaviour, the introduction of a PSP or Alternative Provision/Managed Move may be required (with support from external agencies). This will be decided after consultation with parents/carers and professionals.

Restorative Card to be completed with the staff member, then passed onto another member of staff. If the behaviour improves, it is ripped up. If behaviours do not improve after the pupil is seen by x3 members of staff, an IBP and report card to be implemented, parents to be informed, and staff to book a spotlight for an upcoming staff meeting.

Optional Regulate Stage – Safe spaces/regulation strategies to be used. Our staff know our pupils best and can decide if/when this stage is required

Connecting & Defusing

- Offer choice: instead of, 'It's time to read your book.' Try, 'Which of these books would you like to read?'
- Limit use of non-negotiable words: 'Is it alright with you if...'
'How do you feel about...'
- Share responsibility: 'Us'.
'We', 'Let's', 'Together'

Running Commentaries

- Describe and say 'what you see' with regards to a child's emotions.
- 'You look happy today- you have a big smile on your face.'
- 'I'm wondering if you feel sad today. You've been very quiet.'

Language of Belonging

- 'You are a valued member of NPS'
- 'You're an NPS pupil'
- 'You belong and are an important member of our classroom.'
- 'Your feelings are ok with me.'
- 'I'll be thinking about you and keeping you in mind.'

Staff to consider adaptations to child's provision to support.



RESTORATIVE CARD

PLEASE SPEND SOME TIME WITH THE PUPIL OVERLEAF.

- 1) WHAT HAPPENED?
- 2) WHAT WERE YOU THINKING AT THE TIME?
- 3) WHAT HAVE YOU THOUGHT SINCE?
- 4) HOW DID THIS MAKE YOU FEEL?
- 5) WHO HAS BEEN AFFECTED?
- 6) WHAT SHOULD WE DO TO PUT THINGS RIGHT?
- 7) HOW CAN WE DO THINGS DIFFERENTLY IN THE FUTURE?



Appendix 2- PHP Risk Assessment

RISK ASSESSMENT

FOR USE WHERE POSITIVE HANDLING MAY BE INVOLVED

Details:

Name		D.O.B.	
Key Worker		Year	

Risk Assessment Completed by:

Name		Date	
------	--	------	--

Risk Assessment Agreed by:

	Print Name	Signature	Date
Parents Carers			
PRU Manager/ Teacher			
Key Worker			
CYPS Representative			
Other			
Other			

Questions:

[illegible]

	Circle (or show in bold) the appropriate number.	1 = Unlikely
7.	What are the external factors that contribute to the level of risk? Please include environmental cues, frustration, peer dynamics and indicate if they are short term or long term.	
8.	What sensory difficulties (or physical) difficulties need to be taken into account? Are there issues that may impact upon the child's level of impulsiveness, perception of danger or emotional responses?	

APPENDIX 1

LOCATIONS AND ACTIVITIES AT GREATEST RISK

Time/location of activity Type of Activity	Arrival	Breaktimes	Lessons	Lunchtimes	Practical activities
Absconding					
Disruption of lesson/routines					
Damage to property					
Inappropriate behaviour towards pupils					
Inappropriate language towards pupils					
Physical Aggression towards pupils					
Sexualised language or behaviour					
Inappropriate behaviour towards staff					
Inappropriate language towards staff					
Physical Aggression towards Staff					
Other					

APPENDIX 2

RATING OF BEHAVIOURS CAUSING CONCERN

	FREQUENCY H – Hourly D – Daily W – Weekly M – Monthly	INTENT D – Deliberate O – Opportunistic R – Reactionary M – Misinterpretation	HAZARD 1 – Minimal 2 – Marginal 3 – Substantial 4 – Critical	PROBABILITY 1 – Unlikely 2 – Possible 3 – Probable 4 – Likely	LEVEL OF RISK = HAZARD X PROBABILITY
Disruption					
Self Harm					
Absconding					
Bullying					
Verbal Aggression					
Physical Aggression					
Vandalism					
Sexualised Behaviour					
Inappropriate Comments to Staff					
Bullying Comments to Staff					
Indirect Injury to Staff					
Direct Injury to Staff					

Level of Risk Score:

1 – 3	Low
4 – 6	Moderate
8 – 10	High
11 – 16	Very High

A Level of risk score can be calculated for each behaviour and can be used to inform priorities.

SCALING PREDISPOSITION TO RISK

16	Numerous incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour characterised by bullying and assault associated with premeditation, and undermining adult authority to the detriment of the security of the structured environment and the safety and welfare of other students and adults.
15	
14	
13	Numerous incidents of non-compliance and severe challenge including violence and aggression associated with a loss of emotional control, regular absenting from class necessitating monitoring and the undermining of adult authority to present challenge to the security of the structured environment.
12	
11	Commonplace incidents of non-compliance or challenge including dangerous behaviour associated with impulsiveness, lack of anticipation and acceptance of consequentially, and absenting or absconding and ignoring adult advice and guidance.
10	
9	
8	Regular incidents of non-compliance or challenge including aggressive confrontations with others and avoiding adult supervision
7	
6	Occasional incidents of non-compliance or challenge associated with mood swings
5	
4	Normal range of behaviour given age, maturity, emotional difficulty and personal circumstances
3	
2	
1	

