The Federation of North Walsham Infant School and Nursery and North Walsham Junior School

Behaviour for Learning Policy
July 2017

At North Walsham Infant School and Nursery and North Walsham Junior School we aim high to achieve the best possible standards in learning, teaching and behaviour.

All members of the school community should understand and follow the principles of this policy:

- All members of the school community should show respect for one another

- Good behaviour and positive attitudes should always be acknowledged and rewarded

- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including preventative planning and ongoing risk assessment

- Sanctions for unacceptable behaviour should always be applied consistently

- Staff will always consider meeting pupil needs holistically, including ensuring from the outset, effective teaching and learning, appropriate physical and emotional care and through partnerships with other agencies

- Our approach to promoting appropriate behaviours for effective learning is rooted in 'Norfolk Steps' philosophy and practice

- All members of the school community are entitled to learn in a safe and secure environment

- Pupils should behave to consistent expectations in the areas in which they work

- All school staff should model positive behaviour and promote the active development of pupils' social and emotional development and behavioural skills

As a school community we believe an agreed code of conduct will help to prevent any misunderstanding about behaviour expectations, rights and responsibilities.

The aims and objectives of this policy are in line with the principles agreed by staff, pupils, Governors and parents.

In this school we aim:
- To create and maintain an ordered environment, where boundaries are clear and expectations of learning and behaviour are high
- To promote social skills, emotional health and well-being
- To enable high standards of teaching and learning, with frequent celebration of progress and success
- To enable the development of a sense of self worth, respect and tolerance for each other
- To promote a moral framework within which initiative, responsibility and positive relationships can flourish

Objectives
For pupils to develop:
- Self confidence
- Self control
- Sensitivity and consideration towards others
- Pride in themselves and their school
- Interest in learning
- Greater independence and responsibility for their own learning
- Understanding of the need for rules
- Anti-discriminatory attitudes
- Regard for equality of opportunity
- A sense of fairness
- Respect and tolerance for others' ways of life and different opinions
- Responsibility for their environment
- A persistent approach to tasks
- Appropriate responses to bullying and violence
- Better understanding of the emotional and social aspects of learning

For staff:
- To have clear guidance on how to achieve these aims and objectives when working with pupils

For parents/carers or other agencies and visitors:
- To have a clear understanding of the policy and procedures that guide the work of staff here

Rewards and Sanctions
- These should be educational in learning intention and aimed at achieving a positive behaviour learning outcome

- Whenever sanctions are imposed they should be in the form of logical consequences to actions
- At all levels of rewards and sanctions it should be made clear it is the *behaviour* that is good or unacceptable, not the child
- Many emotional, social and behavioural difficulties are attributable to factors outside the school. Therefore we will seek additional support for parents/carers through the Link Worker, Social Work team, SEN caseworker, Family Support Services, CAMHS or other partner agencies
- Timing is everything- so we will reward lavishly, frequently and as many times as often. When there's a problem, we wait for as long as needed for the pupil to be calm and engaged before considering the next steps to take.

Ideas for rewards:
- Eye contact
- Smile
- Praise-general
- Smile and praise
- Specific praise to pupil
- Marble/cube in box
- Tell others in pupil's presence
- Name moved to Golden Sunshine/Light in class or similar, if available
- Pupil to tell other staff/ show work to class- WAGOLL
- Take part in a special activity with others
- Choice of special activity/game
- Take work to show Deputy/Head teacher/Gold Star sticker/Star certificate
- Personalised note/certificate
- Text message home
- Congratulations postcard
- Whole class celebrations
- Visual incentives eg 5* readers board
- House Point/ Class Dojo point (Upper Key Stage 2)

Setting Limits and boundaries through consequences and sanctions:
- Staff should consider a wide range of immediate and short term responses
- Staff should use a 2 reminder system consistently
- Staff should use the 'help script' to ensure emotional and social aspects of learning are taken into account during de-escalation activities
- Acknowledge that pupils may sometimes require 'space' or time out and can be alone in a small withdrawal area, unobtrusively monitored

Ideas for consequences:

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- Tactically ignoring behaviour (TIB)- this is more appropriate for minor issues
- Non-verbal cues to redirect back to learning, such as a 'look' , raise an eyebrow, point a finger at the book etc
- Use a calm tone of voice to state "xxx is not appropriate. In our school, we xxx instead."
- Move the child's name to the sad cloud/amber light
- Move to the '2 reminders' script- " This is a reminder- that I have just asked you to xxx"
- " This is your 2nd reminder and the xxx behaviour needs to stop now or I will have to xxx"
- Move the child to a table/space/carpet tile alone to continue their work
- Remove 5 minutes of Golden Time/lose 5 minutes playtime
- Calmly re-state the instruction such as " I'd like you to sit on this chair- ready to learn" and avoid any further conversation with the child until they comply (TIB is vital here and then be ready to lavish praise for re-engagement)
- Use the 'help script' to de-escalate a potentially difficult situation
- Withdrawal from the lesson, timed, so that the work is 'made up' later during break or similar
- Time out to calm down and re-focus prior to rejoining the lesson- using a timer
- Withdrawal from a set number of sessions of break time or a choice activity
- Involving parent/carer and seeking their support for consequences (usually using a personal plan based upon the Behaviour Levels system)
- Withdrawal from the class to another place/partner class for longer periods of time
- Detention
- Internal isolation in school (short periods)
- Internal exclusion in school (longer periods)
- Exclusion

(*Time Out*- should be limited to a few minutes only and is to be used for the pupil to take a short break away from the activity. It could be to calm down, to go for a drink, to do an errand. " Please go to xx and ask the teacher for a yellow pen…"
Withdrawal- is always under supervision and could be used to facilitate calming, but the time away from a task will need to be made up later, often at break time.)

What happens if a child leaves the school without permission?
Staff will monitor the child's location and safety, wherever possible- usually from a distance and quietly- to allow calm down time. A child's safety is of paramount importance. If the pupil does not return to the class then the parents are informed. If parents cannot be contacted and the child leaves the school site then the police are informed. (*Leaving the school premises without permission is known as absconding.*)

Screening and searching pupils

Staff can search a pupil for any item that is banned under the school rules. Headteachers may authorise staff to search pupils or their possessions, without consent, where they suspect the pupil has prohibited items such as weapons or stolen items. School staff can seize such items found as a result of the search.

Dealing with allegations of abuse against staff

In response to an allegation, staff suspension is only justifiable if there is no reasonable alternative. Allegations that are found to be malicious are not recorded on personnel records. In the case of an allegation, the Headteacher must be informed immediately (or the Chair of Governors or other senior staff). They will inform the LADO and provide support for the staff member facing the allegation.

Anti-bullying statement

<u>Bullying in any form will not be tolerated in these schools.</u> All bullying incidents will be dealt with promptly by staff according to our guidelines. All pupils have a right to learn in a safe, caring, supportive environment without any fear of bullying.

We define bullying as 'a deliberately hurtful behaviour, often repeated over a period or time, with intent to cause pain or distress to another or others.

The four main types of bullying are:
- Verbal (names, personal remarks, threats, malicious notes, graffiti)
- Indirect (rumours, ignoring, isolating, excluding)
- Physical (pushing, poking, hitting, kicking, damage, theft)
- Cyberbullying/emails,texts

Prejudice-based bullying is unacceptable and always challenged.

The person being bullied may show changes in behaviour:
- Self harm
- Being absent
- Feigning illness
- Being unusually clingy
- Becoming shy or nervous
- Showing reluctance to join in with activities
- Becoming disruptive

Preventing bullying
- Explicit and continual reference to our policy of zero tolerance
- Preventative work with pupils such as circle times, friendship skills, citizenship, social skills
- Use a hand stop signal " Stop I don't like it" and teach pupils the phrase: **S**everal **T**imes **O**n **P**urpose = STOP
- Anti-bullying focus week annually to highlight issues and develop awareness
- Staff should provide adequate supervision at all times

- Staff should intervene immediately at the first sign of intimidation, informing parents of the school's procedures and who to approach if they have any concerns
- Regular staff training to raise awareness of bullying and develop a consistency in approach throughout the school
- Staff meetings, circle times, PSHE curriculum sessions and assemblies will cover the topic of bullying, including cyber and prejudice-based bullying, and how to respond to it

Action

Everybody must be alert to signs of bullying and inform a senior member of staff of any suspicions as soon as possible

Staff and pupils who witness bullying must consistently state that it is unacceptable. Staff will then take action in line with the school's procedures: all bullying incidents will be recorded and analysed regularly by the Headteacher. An annual report to Governors will be produced.

Those involved will be offered a private opportunity to speak to the Headteacher as soon as possible after the incident.

Those involved will be supported to ensure similar incidents do not re-occur. Parent/carers of those involved will be informed of the incident and offered support.

Proven incidents will always be communicated to the Governing Body as a confidential item at their full meeting termly.

Equality Impact Statement

We have considered the positive or negative impact this policy may have and its potential to cause unlawful direct or indirect discrimination, or whether any opportunities to promote equality have been missed. During the consultations for this policy we have considered the duty to promote equality of opportunity and good relations.

July 2017

Appendix 1

The 'Help Script'

'John', I can see something's wrong…
…I can see you're feeling angry…
 …I can see you're upset…
…I'm here to help…
…Talk and I'll listen…
…Come along with me now and we can…