



Work Together

Love to Learn

Reach for the Stars!

NEWPORT PRIMARY SCHOOL
BEHAVIOUR AND DISCIPLINE POLICY

(Incorporating Anti-Bullying Policy
and Care and Control guidance)

Signed:

Name: Mr Jimmy Sykes

Position: Chair of Governors

Core Positive Principles:-

At Newport School we believe that children should be taught positive learning and behaviour strategies in order to enable learning and remembering.

High standards of behaviour are expected from all pupils, we try to support all children to acquire these.

These standards should always be clearly communicated and understood by pupils, parents, carers, staff and voluntary helpers.

Praise, rewards, setting good examples, behaviour management and positive reinforcement are the keys to the successful promotion of good behaviour, with clear and consistent boundaries.

All adults will use these methods before the employment of sanctions. In this way there is a proactive rather than a reactive approach to school discipline.

Aims:-

- ▮ To create an environment which encourages and reinforces good behaviour.
- ▮ To define acceptable standards of behaviour.
- ▮ To encourage consistency of response to both positive and negative behaviour.
- ▮ To promote self-esteem, self-discipline and positive relationships.
- ▮ To ensure that the school's expectations and strategies are widely known and understood.
- ▮ To encourage the involvement of both home and school in the implementation of this policy.

School Ethos

‘Work Together, Love to Learn, and Read for the Stars’ The adults encountered by the children at school have an important responsibility to model high standards of behaviour,

both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should:

- ▮ create a positive climate with realistic expectations;
- ▮ emphasise the importance of being valued as an individual within the group;
- ▮ promote, through example, honesty and courtesy;
- ▮ provide a caring and effective learning environment;
- ▮ encourage relationships based on kindness, respect and understanding of the needs of others;
- ▮ ensure fair treatment for all regardless of age, gender, race, ability and disability;
- ▮ Show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured creative curriculum and proactive learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured informative feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Lessons should have clear objectives, be understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. 'Know more, remember more' is key.

Classroom Management

Positive classroom management has an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher/ adult and the children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Teachers and adults in the school taking pride in the classrooms will ensure children have more respect for their environment.

Classrooms should be organised to develop independence and personal initiative.

Where appropriate, criticism should be a private matter between teacher and child to avoid resentment. Children should not be discussed by adults in ear shot of other children.

Children will follow the Acceptable Use Policy and the Behaviour Policy appropriate for their age that is signed on entry and considered regularly in assembly time.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. The main school rules that all children and adults should know are ... 'Keep hands, feet and objects to yourself', 'Follow the instructions of all adults', and, 'Be kind'.

Rules, sanctions and procedures should:

- ▯ be 'negotiated' with the class/school or set at the start of a year;
- ▯ be kept to a necessary minimum;
- ▯ be positively stated, telling the children what to do rather than what not to do;
- ▯ actively encourage everyone involved to take part in their development;
- ▯ have a clear rationale, made explicit to all;
- ▯ be consistently applied and enforced;
- ▯ Promote the idea that every member of the school has responsibilities towards the whole.
- ▯ All children and adults use the vocabulary and phrases which are common to the school, for example 'hands, feet and objects to yourself', 'following the instructions of all adults', 'be kind' and 'what was the instruction?' when having to repeat an instruction. There is a clear traffic light system that is decided upon by the team.

Whole School Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Earn Newport Nuggets and exchange for prizes in the cabinet.

The following rewards are used to motivate the children;

Newport Nuggets are given to children in all the areas around school including the playgrounds and the classrooms, they each have individual reward booklets, where the Nuggets are recorded. Children are rewarded for following the school rules 'Hands, feet and objects to yourself', 'Following the instructions of all adults' and 'Be Kind' , and the school motto 'Work Together, Love to Learn, Reach for the Stars'.

Children are awarded additional awards and stickers for showing the behaviour values that are expected and discussed by all stakeholders. Children can move on to diamond behaviour for exemplary behaviour or learning. When children are on diamond they are awarded 5 Newport Nuggets.

Golden time is accumulated through the week 5 minutes per day. These cannot be removed and the rewards always build rather than are removed.

Headteachers awards can also be achieved, when a child completes a particular piece of work or shows excellent effort or learning on their part. These are displayed in the front of school in the library.

Break times can be used as a special time for the child to think about their behaviour and if a child has been hitting or hurting others, they will be asked to write a letter of apology.

What happens with the Newport Nuggets?

1. Newport Nuggets are handed out to children by any member of staff or voluntary adults in school and they are recorded on an individual chart.
2. Children can cash in their own Newport Nuggets in exchange for rewards and experiences, they can choose to exchange for a smaller prize or bank the Newport Nuggets for something more valuable. This teaches the benefits of saving and patience effort and consistence needed for a larger reward.

Celebration Assembly

Children may:

- ▮ Receive the reading certificates they have attained, rewarding them for reading at home.
- ▮ Receive a 'Headteachers award' or special teacher certificate.

▮ Receive a 'Reach for the Stars' award, 'Love to Learn' award, or a 'Bloomin brilliant' award from the class teacher. Children will be awarded these for progressing well in their learning, independently improving their learning or giving additional effort to succeed.

They can also be awarded for good effort, quality of work and behaviour. The children receive a poster which goes home, explaining why they have won the award.

▮ Receive a lunchtime award, lunch table award or lunch time buddy special friend award.

▮ Share / present the work which they completed if they have received a 'good writing' certificate, and choose a writing specific award.

▮ Pen licenses for earning a pen due to neat handwriting.

▮ Half termly writing prizes.

▮ Athletics and TT Rock Stars certificate for earning a set number of points.

▮ Sporting certificates.

▮ Sharing achievements from outside of school.

In addition

▮ Children may also be awarded prizes or certificates in their classrooms as decided upon at the start of the year. Additional rewards and treats are at the discretion of the individual class teachers but may not be whole school policy.

Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

The use of sanctions should be characterised by certain features:-

▮ It must be clear why the sanction is being applied.

▮ It must be made clear what changes in behaviour are required to avoid future sanctions.

▮ There should be a clear distinction between minor and major offences.

▮ It should be the behaviour rather than the person that is punished.

In partnership with staff and pupils the school now have visible consequence charts so that the children know what stage they are at and what further negative behaviour may occur (see appendix 4). Each child starts a new day on Green, they can move to Amber after a warning but recover and move back up to Green, if a child continues very negative behaviours they will move to Red or move quickly if they are deemed to do one of the non-negotiable behaviours. Moving to Amber or Red have additional consequences, for example losing some time from play time, lunch time or their Golden time – if a child has broken the ‘Hands, feet and objects to themselves’ rule. Children may be supported in their learning in a quieter room with less distractions or work on a separate table. Children will always return to class when they are calm and have shown good learning behaviours. Children who are on Green or Diamond for a day gain 5 mins of additional reward time on a Friday where they can choose from a variety of exciting learning opportunities around the school, for example ... crafts, speedy science, singing, Maths 99 club, or sports in the Hall. Amber is not awarded 5 mins, but it is thought that adults should regularly allow for children to improve behaviours hoping that most children return to green by the end of the day.

Additional specialist help and advice from the Educational Psychologist, behaviour team or 0-25 team may be necessary. This possibility should be discussed with the Headteacher and SENDCO/ Inclusion Co-ordinator. Isolation is used for circumstances where a child has continually hurt another child or adults and they will be supported in their learning, do social stories and ELSA work and then returned to class as soon as they are able.

Physical Restraint

▮ Physical restraint should only be used to prevent a child from harming him/herself or others, or from damaging property. It should be done in accordance to the Handling of Children Policy.

▮ Restraint should involve minimum reasonable force and should seek to avoid injury.

▮ Staff should not attempt to restrain a child if they are likely to put themselves at risk. A member of the Senior Leadership Team must be sent for in such cases.

▮ In all instances of physical restraint the Headteacher must be informed immediately and notes made. Parents / Carers will be informed.

▮ All staff are ‘Team Teach’ and competent in distraction and de-escalation, this is not an essential training where restraint and removal are used in the event of a child being dangerous to themselves or others, but is beneficial.

Recording

▮ If incidents of a serious nature occur, it is necessary for members of staff involved, or witnessing the incident, to make a detailed report as soon as possible afterwards. Such reports should always be annotated with the time and date of such incident and should be signed by the staff concerned. These reports should be passed on to the Headteacher. A Specific Incident Log sheet is available for this purpose.

▮ Following an incident involving physical intervention or restraint by a member of staff, a full factual report on the events before, during and after the incident must be entered on a Specific Incident Log sheet and passed on to the Headteacher.

▮ When appropriate, reports from witnesses will be recorded and kept with Specific Incident Logs.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

If parents are struggling with poor behaviour by the child at home, the Headteacher may support the parents/ carers and a behaviour book may be put in place for home.

Bullying

Bullying is:-

▮ Doing something to someone that hurts, upsets or frightens them which takes place over a sustained period, whether face to face or virtually through technology or social media.

▮ Saying something to someone that hurts, upsets or frightens them which takes place over a sustained period.

▮ Saying something about someone which could hurt, upset or frighten them which takes place over a sustained period.

▮ deliberate

▮ repeated over time

▮ aimed at those who find it difficult to defend themselves

▮ name calling

▮ peer on peer abuse

▮ teasing

▮ intimidation

▮ extortion

▮ threatening gestures and actions

▮ assault

▮ Coercion and control

▮ deliberate ostricisation

Bullying is not:-

▮ Isolated incidents

▮ Friends falling out

▮ Outbursts of temper

Anti-Bullying Policy and Procedures

We believe

▮ It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any 'child on child', or 'adult and child' incidents quickly and effectively.

▮ It is important to follow up all allegations of bullying and take them very seriously. In this way we can gain the confidence of children and parents so that bullying is always reported.

▮ With due regard to the degree of seriousness all acts of bullying will be followed up.

The school's procedure for dealing with instances of bullying will be followed in all cases. In cases of severe bullying the full procedure may not be followed, in order to make a quick response and quick action to be taken.

▮ Bullying should be discussed in classrooms and children should often be reminded that they must report all incidents immediately.

▮ Children will sign the Behaviour Agreement and will be aware of expectations of safety both in and outside school. Any issues will be logged and dealt with as reference in the Acceptable Use Policy/ Behaviour agreement and E-safety Policy.

Active Prevention Strategies

Much of the Discipline Policy supports the active prevention of bullying. The following points are

also relevant:

▮ Prevention can be helped by highlighting the acts of bullying and their implications for the victim.

▮ The teaching of this will be across the curriculum and not just in standalone subjects, children will have positive language modelled and expectations are always high.

▮ 'Child on child' abuse and peer bullying will not be tolerated and the RSHE and PSHE curriculum will happen through other subjects, stand alone lessons and in assemblies.

▮ Children will be taught about bullying, physical and sexual abuse and coercion and control.

▮ Staff should foster the principle that 'telling' is important and supporting each other is vital, all of the Safeguarding, wellbeing, inclusion policies should be followed.

▮ Staff should encourage children to play rather than fight during their free time, play fighting is also not encouraged or allowed as this can lead to deterioration of play and injuries occur.

Newport's Behaviour Agreement- Name.....

You are part of an extraordinary family where everyone is expected to be outstanding in all aspects of their behaviour, appearance and attitude.

As pupils, you will:



Be Punctual

I will arrive at school on time. I will return from break and lunchtimes quickly ready for lessons.



Strive to do well

Aim to do your best in all that you do.



Respect the Building and Equipment

Look after our school and the resources we have.



Walk Calmly around the Building

I will walk calmly and not disturb others.



Be Prepared for School I will always have my P.E kit, reading record, homework folders and reading book in school when needed.



Have Pride

Produce work that shows your hard work and careful presentation. Act in a way that you can be proud of. Wear your school uniform with pride.

Follow the Behaviour Expectations

Always keep to the behaviour expectations. 'Hands, Feet and objects to yourself', 'Following the instructions of all adults' and 'Be kind'

Signed.....Dated.....

Newport's Behaviour Values

Be a superstar and shine like a diamond!

We will be guided by these values and will ensure that our school is a calm and friendly place where we can all learn, ensuring we all fulfil our potential and reach for the stars.



Show Empathy and Kindness to all

Learn to understand the needs of others.



Be Honest

Learn to be honest with yourself and others.



Show Respect

Learn to respect yourself, others and our school.



Be Responsible, Be Safe

Learn to take responsibility for your actions.

Think Safety, in and around school and when on line.



Show Initiative

Learn to use your own initiative and think for yourself.

What can I do to help myself?

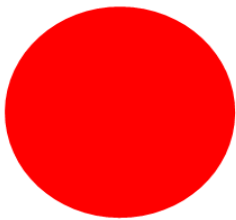
What is the right action to take in this situation?



Be supportive

Learn to be supportive of others and accept the support given to you.

Newport's Behaviour Chart

	Your behaviour has been exemplary and/or you have exceeded in your work. Well done! 5 Newport Nuggets straight away. Remember if you are on green or diamond at the end of the day you earn your 5 minutes Goldentime.
	You are trying your best 'to follow the instructions of all adults', in your work and behaviours, you are being well mannered and/or working hard Keep it up and reach for the stars! Earn 5 minutes Goldentime at the end of the day if you are on green.
	Your behaviour is unacceptable you have already received a verbal warning and must now spend some time thinking about how you can change your behaviours. You can improve so that you can return to green, you have been disrupting/ distracting or disrespecting the learning or play of others for example:- using bad language, being unkind, wandering and you have been letting yourself down. Let's get back to green to earn your 5 minutes Goldentime.
	Your behaviour is unacceptable and must change immediately. Loss of a breaktime as a consequence, or removal from class. You have not followed the 'hands, feet and objects to yourself' rule or have been continually disrupting/ disturbing or disrespectful. You can improve -Think carefully about how to make better choices ... what can we do to help you and to move back to green and earn your Goldentime by the end of the day.

Remember our Key Rules: -

'Hands, feet and objects to yourself',

'Follow the instructions of all adults' and ... 'Be Kind'