



Behaviour Policy 2020 - 2023

Normanton Junior Academy

Together We Learn

Resilience - Continuous Improvement – Curiosity – Concentration - Co-operation

The aim of this policy is to promote successful learning and social behaviours, to ensure our community of learners are well-rounded citizens who have a positive impact upon society. As a learning institution, the overarching responsibility of this policy is to ensure all pupils can learn in a safe, calm environment so that **all** pupils can thrive and achieve.

Our Community Rights

In our inclusive learning community, all members are required to have respect for all people and property, to be kind and to be helpful.

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour standards in our school.

School Values: Learning Powers and Learning Behaviours

Resilience - Continuous Improvement – Curiosity – Concentration - Co-operation

At Normanton Junior Academy all learning experiences are underpinned by these 5 learning powers that constitute our values:

- We are **resilient**
- We **continuously improve**
- We are **curious** about the world
- We **concentrate** on our learning
- We **co-operate** with all members of our community

At Normanton Junior Academy, we have high expectations of the behaviour of our community. In support of our school motto, pupils are supported to demonstrate learning powers and their accompanying learning behaviours as outlined in Appendix 1. The learning powers formulate our positive school rules.

Learning powers support children to display a positive learning attitude, thus enjoying their lifelong learning. Learning behaviours stipulate the behaviours expected to be able to learn. These are the values that all members of the community are required to demonstrate in order to thrive. It is our belief that once children have multiple experiences of all learning powers and practiced their associated learning behaviours, all pupils will be empowered to enjoy any learning experiences offered throughout their lives.

These learning powers formulate a positive behaviour management system, underpinned by the principle that it is our duty to educate children on effective behaviour for lifelong learning. We afford all pupils the opportunity to build the skills required to be independent, successful citizens no matter the path they choose.

Each lesson pupils are taught both academic content and learning behaviours, in order to learn the behaviour qualities required to find success in a task. Pupils receive rewards for their demonstration of the learning powers.

Refusal to demonstrate these learning powers or participate in the learning behaviour constitutes a breach of our school rules.

Rewards and Sanctions

It is our responsibility to support children to make the right choices and to understand that actions have consequences- both positive and negative. To support this understanding, we have a reward and sanction system. This system is a resource to support the teaching of learning behaviours rather than the extent of our policy, as we model and demonstrate behaviour through our words, actions, ethos and the learning experiences we offer. The creation of a rewards and sanction system seeks to ensure consistency and fairness for all within our school community, as we promote our learning powers. The reward and sanction system is outlined in Appendix 2.

Overview of Rewards

There are many ways in which pupils are rewarded for their behaviour and encouraged to do the right thing. These include:

- The Recognition Board- Children's names are placed on the board for all to see, when they demonstrate the learning behaviour expected in a lesson. The class celebrate once all pupils' names are on the board;
- Noticed at Normanton Junior Academy wristband- Children are given a wristband when their demonstration of the learning power is viewed as 'over and above' the learning behaviour expected;
- Star of the Week- each teacher chooses one pupil who has excelled that week to receive a certificate;
- Tea Party Treat- fortnightly a child is chosen to attend a tea party when they have demonstrated consistently outstanding behaviour;
- Bronze, Silver and Gold badges- to empower children to make the best behaviour choices in many aspects of life, each child is given a passport to earn a badge for demonstrating a list of criteria, as outlined in Appendix 3;
- Membership of the pupil leadership team- children who consistently demonstrate commitment to the school community are rewarded with privileges as prefects, sports leaders or Head Boy and Head Girl in Year 6;
- Termly celebration assemblies noting wider achievements within and beyond the school community.

Overview of Sanctions

The principles of restorative practice underpin our sanction system, as it is our duty to educate pupils to understand the wider consequences of negative behaviour choices. For children who consistently find it difficult to meet our high expectations, we will make reasonable adjustments, whilst the safety of all within our school community remaining the highest priority. Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Some or all of the following approaches should be taken according to the circumstances of the incident:

- Reminder of behaviour expectations according to learning activity taking place;
- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain;
- Further verbal reprimand signposting that this is the second request for compliance;
- Choice given to child with reminder of consequences should behaviour not improve;
- Time out to give pupil time to reflect upon behaviour choices;
- An imposition imposed if the right choices are not made;
- An explanation of why observed behaviour is unacceptable;
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from other staff;
- Physical intervention with reasonable force being used in line with legislation and guidance.

If a child has received a sanction, a restorative conversation must take place between the child and staff member who has imposed the sanction. This is to ensure positive relationships are reinforced and children understood how their behaviour has had wider consequences besides the sanction. This restorative conversation gives all parties the opportunity to learn from the behaviour to prevent further sanctions being imposed.

Further, parents will be informed of any sanctions on the day they have occurred, and in half-termly report. Sanctions are recorded via Pupil Asset to monitor behaviour patterns, and highlight to leaders where wider support may be needed.

Once a child has received three impositions over a term, a structured meeting will take place between the child, teacher and the child's parent or guardian as swift intervention. If a child receives 6 impositions, a member of SLT will join the meeting. If a child were to receive 9 impositions, then the Headteacher would lead the meeting. All meetings are an opportunity to target support by understanding wider factors, including personal circumstances, that may be impacting the child's participation in our learning community.

Reasonable Adjustments

For pupils with additional needs, and for pupils who find it challenging to meet our expectations, reasonable adjustments may be made to support their behaviour for learning. All pupils are expected to behave safely towards themselves and others within the school community, however we are understanding that some pupils will need reasonable adjustments to achieve this. Reasonable adjustments may include, but are not simply defined as, an adapted rewards system, an adapted sanctions system, reasonable curriculum adjustments and reasonable supervision adjustments. For those pupils who require reasonable adjustments, the SENDCO, the Pastoral Support Manager and the SLT will work with carers, pupils and teaching staff to ensure equal opportunities are provided within our school's system. This is the case for all pupils.

Isolation to Educate or Exclusion

There are certain forms of behaviour that a member of the Senior Leadership Team will be informed of immediately to determine the consequence. Should a child exhibit these behaviours, the sanction procedure does not apply. These behaviours are defined as those that may inflict physical or mental harm upon another member of the school community. Examples of such behaviours are:

- Violence (physical, throwing equipment, genuinely threatening behaviour)
- Persistent verbal abuse
- Racism, homophobia and transphobia
- Spitting
- Bullying
- Persistently disruptive behaviour
- Behaviour deemed sexually inappropriate

When a child demonstrates racist, homophobic or transphobic behaviour a restorative session will be delivered by a member of SLT in an isolation to educate. The overarching aim of this is to educate the child on the consequences of such behaviour. If this behaviour continues despite the session, further measures will be taken.

Links between challenging behaviours and signs of abuse

At Normanton Junior Academy, we are aware that challenging and repeated negative or anti-social behaviours displayed by children can often be the signs of abuse. This could be peer on peer abuse or abuse by an adult. We are therefore vigilant as a staff in monitoring behaviours and log any patterns or concerns in line with the safeguarding and child protection procedures in school. (See also **Child Protection & Safeguarding Policy**).

Duty of Care

All staff working within the school have a 'Duty of Care' to the children and young people and as such, may face a situation where physical intervention is the only option left available to them, in order to ensure safety for pupils and staff. Staff who have a Duty of Care have lawful justification for taking reasonable physical steps to prevent injury or damage. Failure to do this, either by taking no action or by using unreasonable force, could leave them in neglect of their Duty of Care.

The Children's Act

Staff will always follow the principles enshrined in the above act whereby the safety and wellbeing of the children is paramount. Staff will act in accordance with the 'best interests' principle, acting honestly and in good faith to protect what they perceive to be the best interests of the child or children in their care.

A member of the staff of a school may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- committing an offence
- injuring themselves or others, or causing damage to property
- compromising the good order or discipline of the school.

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply:

- when a pupil attacks a member of staff;
- when a pupil attacks another pupil;
- when a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism;
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example, in a PE or technology lesson);
- when a pupil absconds from class or tries to leave the school;
- when a pupil persistently refuses to obey an order to leave a classroom;
- when a pupil is seriously disrupting a lesson;
- when a pupil is preventing the right to education for other members of the school community.

It is the policy of the school that only in exceptional circumstances may physical restraint be used by an adult working within the school, and that our policy in this regard be made known to staff, governors, parents and pupils and that clear contingencies are known to all. School staff will use de-escalation techniques in conjunction with the sanction system to give the child the power to make the right choice. If a child cannot make the right choice, out of clear, given options, then physical constraint may be used.

The Application of Force

When circumstances justify, staff **AS A LAST RESORT**, may:

- physically interpose between pupils;
- block a pupil's path;
- hold a pupil in a controlled manner;
- use escorting techniques in a controlled manner;
- in extreme circumstances, use more restrictive holds.

If possible, the use of restraint needs a second adult present to assist with and/or witness the incident. Staff must be aware of DFE recommendations as set out in the DFE guidance document, and not hold pupils in such a way that they may be injured or prevented from breathing. Pupils must not be slapped, kicked or punched, have limbs twisted, be pulled by the ears or tripped.

Staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations. Duty of Care expects staff to take responsible action; failure to do so, in certain circumstances could be construed as neglect.

Reasonable Force

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

THE USE OF ANY DEGREE OF FORCE IS UNLAWFUL IF THE PARTICULAR CIRCUMSTANCES DO NOT WARRANT THE USE OF PHYSICAL FORCE.

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

Definitions of Intervention

- Physical intervention - the use of any physical handling technique that has the child or young person's compliance. (e.g. prompting, shepherding)
- Restrictive physical intervention (Restraint) - the positive application of force in order to overcome rigorous resistance, completely directing and controlling a person's free movement. (i.e. the child or young person is no longer compliant)

It is a legal requirement that all incidents of restrictive physical intervention be recorded, monitored and evaluated. Carers will be given a report of the incident and asked to sign.

Responsibility of Staff

The Act authorises all staff at the school to use reasonable force to control or restrain pupils. The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last.

The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Where a pupil is recognised as likely to behave in ways which may require physical restraint then a Risk Assessment will be completed and an individual Positive Handling Plan (PHP) will be prepared on the action to be taken when it becomes necessary.

This plan will be drawn up in conjunction with the SEND co-ordinator and shared with all pertinent staff at the school. The plan will also be made available and discussed with parents/guardians.

The force used must be appropriate in the sense that a "reasonable adult" should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and/or to inflict pain. Adults must avoid putting themselves into physical danger. If self-defence is necessary then the minimum force must be used.

It is essential to 'debrief' as soon as possible after the incident (child/young person and staff member(s) involved) and to follow union guidelines regarding a 'cooling-off' period for pupils and staff involved.

Staff from the LA or external agencies working within the school

Any LA Support Services or external agencies will have their own policies for care and control of pupils. When working within school it is the Headteacher's responsibility to ensure that colleagues from any support service are aware of school policy and practice.

Action after an incident

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- review of Behaviour Programme;
- Child Protection Procedure (this may involve investigations by Police and/or Social Services);
- staff or Pupil Disciplinary Procedure;
- Exclusions Procedure in the case of violence or assault against a member of staff

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

Complaints

In the event of a complaint, the normal procedures of the school will be used. It is possible that a dispute over the use of force by a member of staff could lead to an investigation, either under disciplinary procedures or by the Police and Social Services. DFE Circular 10/95: Protecting Children From Abuse gives specific guidelines about this and about procedures for dealing with allegations against teachers.

Training Issues

It will be the responsibility of the Headteacher to arrange suitable training. Training for all staff will be made available. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. All responsible adults will be made aware as part of their professional development, of the response that is expected in the school in relation to behaviour of pupils. Copies of this policy will be issued to all "responsible adults".

This policy was agreed by the Academy Standards Committee on: **1st March 2021.**

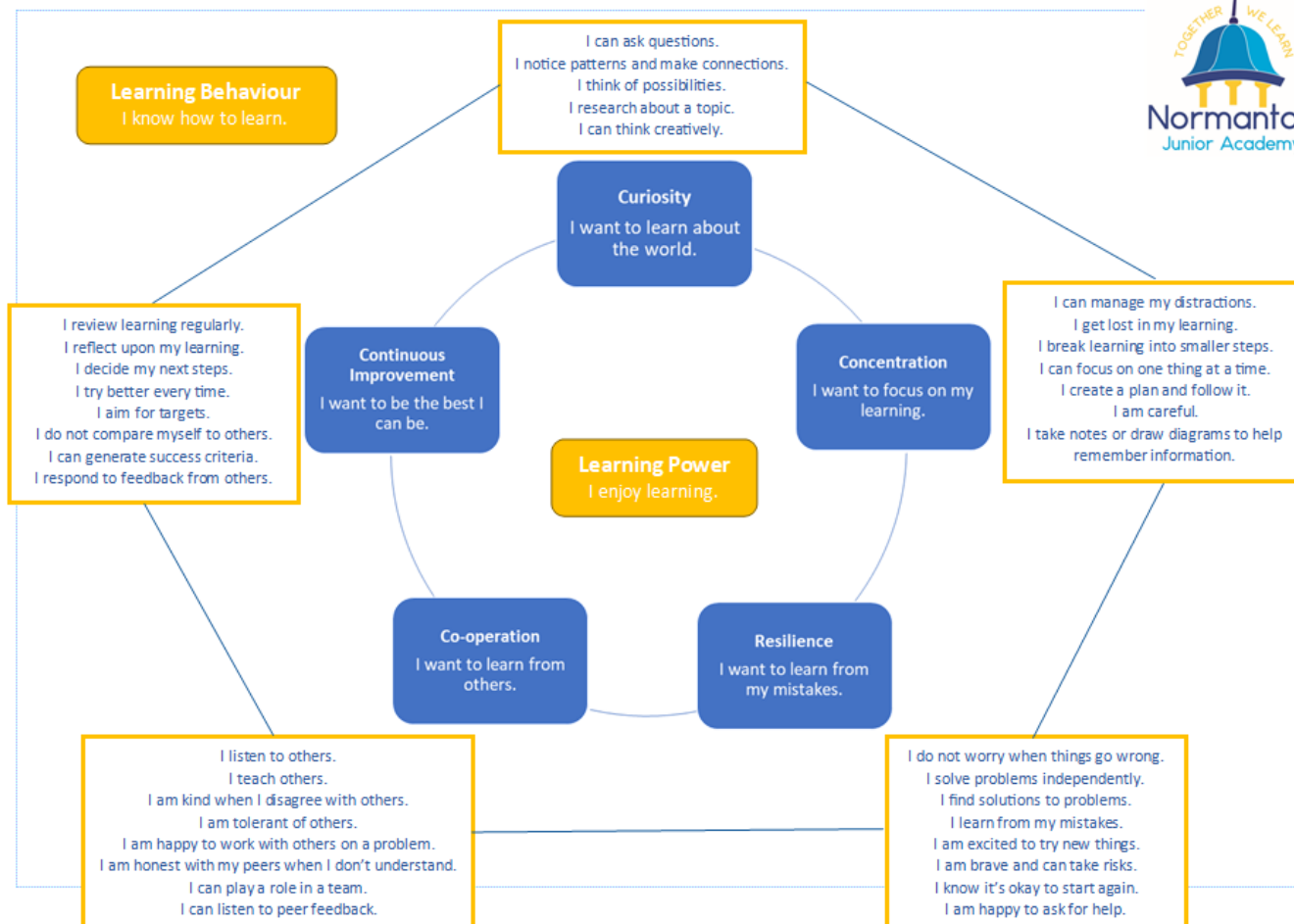
Signed: _____ (Chair of ASC)

Signed: _____ (Headteacher)

Policy due for renewal: **June 2023**

Appendix 1: Learning Powers and Learning Behaviour, further information regarding this can be found in the staff handbook, Behaviour for Learning and Metacognition: Learning Powers, Praise and Sanctions (September 2020)

Behaviour for Learning and Metacognition: NJA Learning Powers



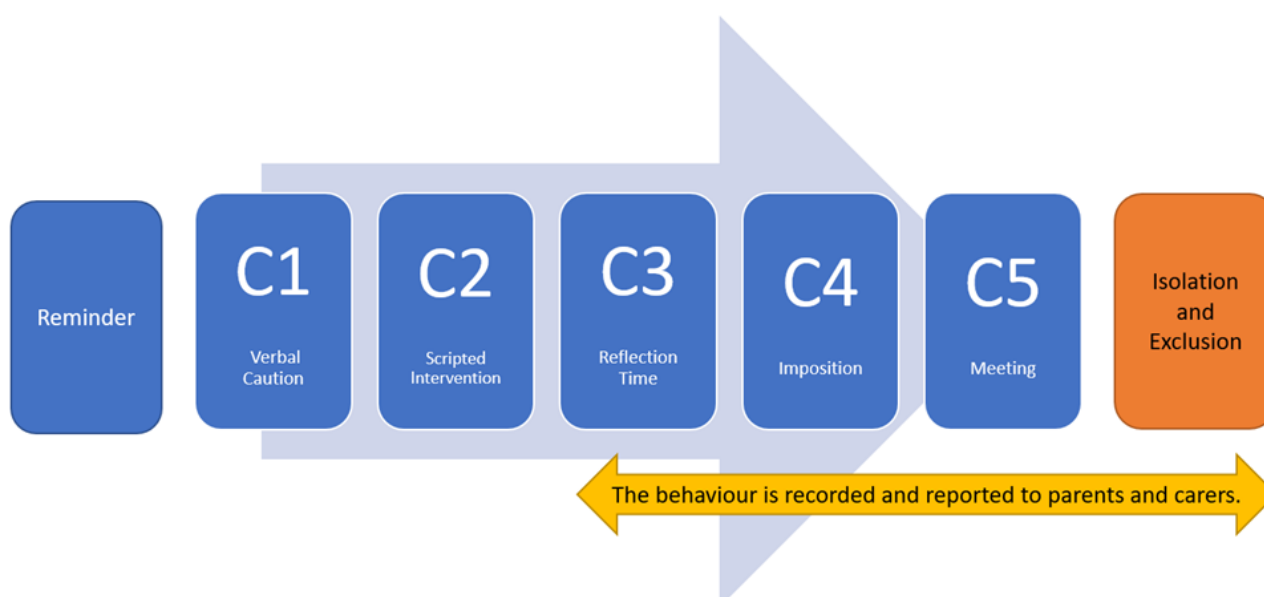
Appendix 2: NJA Praise System, detailing frequency reward should be received for good behaviour and NJA sanction system, detailing process and procedure to be followed. Further information regarding this can be found in the staff handbook, Behaviour for Learning and Metacognition: Learning Powers, Praise and Sanctions (September 2020)

Behaviour for Learning and Metacognition: NJA Praise System



Exclusions

Behaviour for Learning and Metacognition: NJA Sanction System



A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted.

Reasons for exclusion, include but are not limited to:

- Violence (physical, throwing equipment, genuinely threatening behaviour)
- Persistent verbal abuse
- Racism, homophobia and transphobia
- Spitting
- Bullying
- Persistently disruptive behaviour
- Behaviour deemed sexually inappropriate

Any exclusion will be at the decision of the Headteacher of the respective academy in which the incident has occurred, in consultation with the Academy Standards Committee (ASC), as appropriate. (See **Waterton Academy Trust Exclusion Policy**).

Appendix 3: Bronze, Silver and Gold badges criteria, further information regarding this can be found in the staff handbook, Behaviour for Learning and Metacognition: Learning Powers, Praise and Sanctions (September 2020)



Behaviour for Learning and Metacognition: NJA praise system

Bronze, Silver and Gold badge criteria

	Bronze	Silver	Gold	Evidence
Homework	Regularly complete homework over a full term	Regularly complete homework over two terms	Regularly complete homework to a high standard	Teacher records
Attendance	96%+ 1 term	96%+ 2 terms (or) 100% 1 term	96%+ full year (or) 100% 2 terms	Pastoral Manager report
Punctuality	<2% late 1 term	<2% late 2 terms (or) 0% 1 term	<2% full year (or) 0% 2 terms	Pastoral Manager report
Respecting the School Environment	Consistently showing respect for your own resources	Consistently showing respect for your classroom environment	Demonstrate a contribution to the wider school environment	Teacher judgement
Reading	3x a week consistently for full term	4x a week consistently for a full term	5x a week consistently for a full term	Teacher records
Helping at home	3x in a term	Weekly for a term	Weekly for a term	Parent/Carer Homework book
Behaviour in Lessons	Regularly on recognition board	A or B for all effort grades over a term No C4, C5, or C6 in a term	No C4, C5 or C6 given all year	Bronze (no record) Silver/Gold Integris Behaviour Details Report
Behaviour at break times	Generally well-behaved during break times	Generally well-behaved during break times	Role model for other pupils	Teacher judgement
Healthy lifestyle	Actively working towards one list item	Actively working towards one list item	Actively working towards one list item	Parent/Carer Homework book
Charitable fundraising	-	-	Organise and carry out a fundraising event for a charity	Parent/Carer and child Homework book

Updates related to the COVID-19 pandemic - May 2020

We understand the school closure will have caused some children to experience the feelings of anxiety. With this in mind, it is clear that some support in the transition back to school will be needed to be completed for all pupils returning – in particular, special consideration given to the promotion of pupils' mental health and wellbeing whilst effectively reintegrating children back into school. Following the Government Guidance on the measures schools must take in order to re-open, parents and carers must be aware that changes to routines, including start times, end times, break and lunchtimes, must be made in order to open the school safely.

NJA has prepared a risk assessment which details the measures to be taken for children and staff whilst in the school environment. Where possible, minimal physical contact between members of staff and children at school must be adhered to, to ensure all can be kept safe.

As always, it is imperative that children arrive at school ready to learn and are able to follow NJA's expectations, behaviour policy and the risk assessment. These documents can be found on the school's website.

It is important to state that all staff in school have the right to enforce this policy and that all instructions given must be followed by all children attending the setting.

- Should there be an occasion where a child does not follow the school rules or expectations, this child will then be putting members of staff and other children within the school at risk. Should this be the case, parents/carers will be contacted immediately to collect their child. It is the responsibility of parents / carers leaving their child at school to ensure they will be available and able to collect their child should this need occur.
- School use a range of strategies to support pupils in de-escalating situations where a child displays extreme behaviours, which ultimately put themselves or others at risk of harm. Where this is the case, staff in school will contact parents and explain that their child is not safe to be in school and therefore cannot remain in the school building. These instances will be taken extremely seriously and this could result in your child no longer being able to access the provision in the current climate.
- We understand that some children are vulnerable, this includes those with EHCPs (Education Health Care Plans). For these children a bespoke risk assessment will be completed. If any actions on the risk assessment are not adhered to, a parent/carers will be contacted to collect their child.
- Any parent or carer wishing for their child to return to school following an incident from the above will require a meeting with a member of SLT. This is for the safety of the child, other children and members of staff.
- It is an expectation that whilst your child is in school, they adhere to the school's regulations in relation to hygiene: they must follow instructions for hand washing, sanitising and use of equipment. Expectations about sneezing, coughing and tissue disposal will be shared regularly with pupils; it is an expectation this is reiterated at home by parents/carers in the best interests of all parties.
- It goes without saying that any serious breaches of hygiene and sanitisation – including spitting, coughing at others, and wiping fluids on others – will be taken incredibly seriously and as such, parents and carers will be called to collect their children immediately. This will be dealt with extremely seriously and consequences will be put in place.
- Children must follow guidance and instructions on how they are able to socialise in school with their peers and staff during this time; we appreciate that for younger children, further support will be needed with this. However, the expectation is that children follow instructions for the safety of themselves, their peers and staff in school. During break time, outdoor learning and indoor learning, the same rules and expectations apply.

- When moving around the school, children will – once again – be expected to follow adults' instructions, which will include always walking on the left hand side of the corridor, avoiding out of bounds areas and queueing at a safe distance. Children will be reminded of these new routines. However, should children choose not to abide by these instructions, this will constitute a breach of the behaviour policy and parents / carers will be called to collect their child.

Arrival and departure routines

1. Start times, break times, lunchtimes and home times will be staggered.
2. Parents will be expected to follow a one-way system when dropping children off.
3. Year 3 and Year 6 will enter through the lower playground gate. Year 4 and Year 5 will enter through the drive gate. Year 3 enter the building at the main hall, Year 6 at the lower corridor, Year 4 and Year 5 at main entrance.
4. Pupils will sanitise their hands using alcoholic hand gel at a cleaning station upon entering and exiting a classroom.
5. Pupils are encouraged to bring only a coat, their lunch and a water bottle to school. Their coats will be kept in their newly allocated locker and their lunch and water bottle will be kept on their desk.
6. Pupils will wash their hands immediately prior to departure and sanitise their hands before they leave the school building.
7. Parents picking up their children will be asked to wait at marked areas on the upper and lower school playgrounds.

Toilet breaks, hand washing and sanitising

1. Any child leaving the classroom will sanitise their hands using alcoholic hand gel before leaving the room, then sanitise them again after returning to the room.
2. Only 1 child will be allowed in any toilet area at the same time and they will wash their hands once they have finished.

Socialising within school

1. Pupils will be in classes of no more than 15. They will not mix with any children from any other of these groups at any time during the school day. The staff supervising these groups will remain consistent throughout the day and from day to day where at all possible.
2. During break and lunchtimes, pupils will be allowed to interact in groups of no more than 4 children, all of whom will be from the same class of 15. Each group will stay within a marked area on either the playground or the school field with each area being at least 2 metres apart.

Moving around school

1. Teaching staff will ensure moving around school is kept to a minimum. Pupils will not have access to any rooms other than their own classroom and their allocated toilet. Packed lunches will be eaten in classrooms alongside the teaching staff teaching in that classroom. Hot lunches will be provided in the Lunch Hall.
2. Pupils will always walk on the left-hand side of the corridor. They will stay 2 metres apart at all times.

Expectations about sneezing and coughing

1. Pupils will be expected to follow the 'catch it, bin it, kill it' approach and they will be regularly reminded of this.
2. Each classroom in use will have a lidded pedal bin for disposal of tissues.
3. Tissues will be available to pupils at all times. Any pupil who does use a tissue will dispose of said tissue in the bin provided, then wash their hands in the allocated area.
4. Pupils will be regularly reminded to avoid touching their mouth, nose and eyes.
5. Posters will be displayed at regular intervals around school to remind pupils of expectations.

6. A child who deliberately coughs, spits or ignores social distancing rules will result in that children being asked to leave the school site. Behaviour plans will need to be agreed by the Headteacher and parents or carers before the child may return to school.

Sharing equipment

1. Pupils will be able to bring their packed lunch. They should also bring a personal water bottle each day that they will need to take home at the end of the day for cleaning. Each pupil will have their own stationary pack that they will use when completing any work. No stationary will be shared between staff or pupils.
2. Any equipment used during break times and lunchtimes will be sprayed and cleaned by the member of staff supervising as soon as those using the equipment have finished with it.
3. Equipment will be stored in sports sacks after cleaning.

Break times and lunchtimes

1. Break and lunchtimes will be staggered so that contact between groups of 15 are kept to a minimum.
2. During break and lunchtimes, pupils will be allowed to interact in groups of no more than 4 children, all of whom will be from the same class of 15. Each group will stay within a marked area on either the playground.
3. At the end of each break and lunchtime, pupils will line up on markings which are 2 metre apart on the upper or lower school playground.

Coughing or spitting at or towards any other person

1. Where possible (i.e. time restrictions do not prevent this), PPE will be provided for any members of staff who need to confront a child coughing or spitting at or towards any other person.
2. Any child coughing or spitting at or towards any other person would not be safe to have in school, therefore the headteacher would consider whether a fixed term exclusion would be appropriate.
3. If a child repeatedly coughs or spits at or towards any other person, the headteacher would consider whether it would be safe to have that child on school grounds during the COVID-19 pandemic or whether alternative plans should be put in place.

Remote education

1. Pupils who are not in school will continue to have Home Learning delivered by teachers who are working from home. If any parents who have children at home have any concerns regarding the home learning work set for their child, their child's well-being, or communication from the school, they must contact the class teacher so that issues can be resolved.

Appendix added **January 2021**