



# Normanton Junior Academy

## Behaviour Policy

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## **Resilience - Continuous Improvement – Curiosity – Concentration - Co-operation - Creativity**

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. A key aim of this policy is to promote the explicit teaching of successful learning and social behaviours, to ensure our community of learners are well-rounded citizens who have a positive impact upon society. This policy demonstrates the systems, values and culture surrounding how we support good behaviour in our community, as we model our beliefs through our words, actions and the experiences we offer pupils at Normanton Junior Academy.

### **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 our school expectations 'the norms', 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 – Creativity**

At Normanton Junior Academy, all learning experiences are underpinned by six 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
- We think **creatively**

As a result of these values being lived, our children enjoy learning, know how to behave and become model citizens of our community and leave our school, ready, for the next stage of life and education.

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

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.

Each lesson, as well as during other curriculum activities and parts of the school day, pupils are taught both academic content and consider the appropriate learning behaviours, in order to learn the behaviour qualities required to find success in a task.

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.

Our behaviour management system, summarised in this policy, is based on extensive educational research shared by the Department for Education, the Education Endowment Foundation as well as educational specialists and advisors.

### **Behaviour for Learning and Mental Health**

We recognise that behaviour is a form of communication. Further, we understand our role in educating pupils to acquire emotional literacy - helping them to understand how and why their emotions impact the choices they make. Like with all aspects of learning, some pupils will require more support in acquiring this understanding. Recognising the role of emotions and mental health in behaviour is of paramount importance as we seek to teach children the behaviours that will promote success in all aspects of their lives. Life will always present challenge, but we aim to equip our children with the skills to tackle such challenges healthily.

With this in mind, our RSE programme teaches all children approaches to mindfulness, regulating behaviour and emotions, how to take time reflect and how to take care of ourselves. Further details of this can be found in our Mental Health & Wellbeing Approach and Strategy.

### **School Norms: Expectations, Rules and Routines**

At Normanton Junior Academy, the learning community are expected to cooperate and demonstrate good social behaviour by being kind, safe and polite. This is modelled and promoted consistently by staff.

Pupils of the Pupil Leadership Team, supported by the Senior Leadership Team, formulated the Pupil Code of Conduct detailing the Normanton Junior Academy's 'norms' as outlined in Appendix 2.

Such expectations include, but are not limited to:

- Walking around safely on the left-side of the corridor
- Quietly and respectfully moving around the school
- Wearing the correct uniform at all times
- Being kind to others, including when online

These behaviours are not explicitly rewarded by the school reward system as they are non-negotiables, expected and promoted by all members of the learning community, continuously, each day.

All expectations are linked to the Learning Powers which permeate Normanton Junior Academy. When pupils do not demonstrate our expectations, they are reminded of the Pupil Code of Conduct as part of the sanction system.

### **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 simple and effective, evidence based 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 3.

### **Overview of Rewards**

There are many ways in which pupils are rewarded for demonstrating their Learning Powers and Learning Behaviours and when 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 yellow wristband - children are given a wristband when their demonstration of the Learning Power is viewed as 'over and above' the Learning Behaviour expected;
- Noticed at Normanton Junior Academy Headteacher's Award gold wristband – children are given a wristband when their demonstration of the Learning Power is viewed as 'over and above' the yellow wristband and requires the recognition of the Headteacher and/or Deputy Headteacher;

- Star of the Week - each teacher chooses two pupils who have excelled that week to receive a certificate in our weekly Celebration Assembly. These are then displayed in class for the following week;
- Tea Party Treat - children are chosen to attend a tea party when they have demonstrated consistent behaviour deemed as outstanding;
- 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, across each term, as outlined in Appendix 4;
- 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;
- Weekly and half-termly celebration assemblies noting wider achievements within and beyond the school community, including attendance and reading rewards.

## **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. School firmly acknowledges that children make mistakes, as do adults, therefore it is our responsibility to build and develop a harmonious school community which manages conflict and tensions by repairing harm and building relationships. Staff will communicate expectations clearly, calmly and consistently using the script when all sanctions and restorative conversations are delivered (see Appendix 5). It is vital that formal sanctions are delivered privately from peers to prevent harm to relationships.

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 remains 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, regulate emotions and prevent harm to relationships;
- An imposition imposed if the right choices are not made decided upon by a case-by-case basis;
- An explanation of why observed behaviour is unacceptable.

If a child has received a sanction, a restorative conversation must take place between the child and staff member who has imposed the sanction once the child is dysregulated. We use the principles of calm, soothe and settle to aid a child in dysregulation. Members of staff are supported by the Pastoral Team when required. Restorative conversations ensure positive relationships are reinforced and children have 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 termly reports. Formal sanctions (a C3 and above) are recorded on the school behaviour app. This ensures behaviour patterns are monitored, and highlight to leaders where wider support may be needed.

Once a child has received 3 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 consistently challenging to meet our expectations, reasonable adjustments will 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 Individual Behaviour Plan including an adapted rewards and sanction system, a risk assessment, reasonable curriculum adjustments and reasonable supervision adjustments. For those pupils who require reasonable adjustments, the Class Teacher, SENDCO, the Pastoral Support Officer 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.

## Serious Behaviour Incidents

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, including sexual violence and sexual harassment

When a child demonstrates racist, sexually inappropriate, homophobic or transphobic behaviour an imposition will be delivered by a member of SLT, with a C5 meeting held if appropriate. The overarching aim of such consequence is to educate the child on the consequences of such behaviour. If this behaviour continues, despite this immediate intervention, further measures will be taken. (See Waterton Academy Trust Anti-Bullying Policy - <https://watertonacademytrust.org/wp-content/uploads/sites/20/2022/10/Anti-Bullying-Policy-22-24.pdf>)

## Exclusion & Suspension

Suspensions are fixed term, and must only be given for disciplinary grounds and must always be processed and recorded formally. This includes any short period of time when the pupil is suspended, such as lunchtimes or being sent home early. There is a maximum limit of 45 academy days in an academic year for suspensions.

Exclusions are permanent; they may be in response to persistent breaches of the behaviour policy or for a one-off serious breach of the behaviour policy, and where allowing the pupil to remain in academy will be detrimental to the education and welfare of the pupil and/or others at the academy. Permanent exclusion must be a last resort, and Headteachers must consider alternative arrangements, such as a managed move, before permanently excluding any pupil.

The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some rare situations, suspension may be necessary, if all other strategies have been exhausted.

Reasons for suspension, include but are not limited to:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender identity (for example, LGBT+)
- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent or general disruptive behaviour
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health

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. (Waterton Academy Trust Exclusion

### **Links between challenging behaviours and Safeguarding Issues**

At Normanton Junior Academy, we are aware that challenging and repeated negative or anti-social behaviours displayed by children can often be signs of safeguarding issues or wider problems within a child's life. As previously stated, we understand behaviour as a form of communication and recognise that pupils cannot always control their emotional reactions. We are vigilant as a staff in monitoring behaviours, keeping an accurate log to identify any patterns and raising concerns in line with the safeguarding and child protection procedures in school. (See our Child Protection & Safeguarding Policy 2023-2024). All staff have an awareness of safeguarding issues that can put children at risk of harm. (See also Keeping Children Safe in Education 2023 Part 1).

A stable childhood is a solid foundation from which children can grow. Staff are aware of the impact that trauma has upon a child's behaviour. Adverse Childhood Experiences (ACES) are common, however, a problem is caused when the trauma is unresolved. Examples of ACES are: physical abuse, emotional abuse, neglect, sexual abuse, domestic abuse, substance misuse, mental health issues and the separation of parents. Through restorative practice, we can begin to recognise whether the behaviour is a symptom of a situation in school, a problem at home or whether the child feels unsafe. When dealing with behaviour, staff will approach with empathy and provide adequate space to support pupils to regulate their emotions. Within school, there are safe and quiet spaces for pupils who require them. Staff will model being emotionally regulated by speaking low and slow with the aim to calm, soothe and settle.

Our school has a designated Pastoral Team, a nurture room called 'The Hive' and members of staff who are trained as Emotional Literacy Support Assistants (ELSA). Other pastoral and social, emotional and mental health interventions also take place in conjunction with external agencies and professionals e.g. the Children's First Hub, CAMHs, School Nursing or our local Mental Health Support Team (MHST).

With support of the Pastoral Team and SLT, staff will ensure their management of behaviour seeks to understand the behaviour displayed and reflectively asks why it has occurred. This is reiterated by the C5 meetings, where discussion is structured to provide support and understanding. Where required, we will always make the necessary adjustments to ensure our provision and next steps are inclusive and appropriate for individual needs.

### **Duty of Care**

All staff working within the school have a duty of care to our children, 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. All staff have a duty of care and therefore have the 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 staff 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, herding)
- 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. Evaluation of these incidents are key and part of our practice after these situations occur.

### **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 SENDCo 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 Individual Behaviour Plan;
- 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
- Consultation with Waterton Academy Trust HR, if required

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 Headteacher 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 – please see Waterton Academy Trust Complaints Policy and procedure. 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.

### **Training Issues**

It will be the responsibility of the Headteacher to arrange suitable training. 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 members of staff.

This policy was agreed by the Academy Standards Committee – June 2024

Policy due for renewal: **June 2025**



## Behaviour for Learning and Metacognition: NJA Learning Powers





# PUPIL CODE OF CONDUCT



## Co-operation

- I am kind to others, including online.
- I offer help to others when they need it.
- I show respect to all inside and outside of school.
- I walk around school on the left-hand side to keep others safe.
- I do not speak when moving around school.



## Concentration

- I listen carefully to instructions.
- I focus on the task I am doing.
- I talk when I am asked to, and work quietly when I am asked to.
- I allow others to concentrate.
- I wear the correct school uniform at all times.



## Continuous improvement

- I always strive to do my best.
- My behaviour for learning keeps improving.
- I read regularly at home and at school.
- I think about my learning and how I can improve.



## Creativity

- I use my imagination.
- I explore new ideas in lessons and at home.
- I experiment with different ways of doing things in lessons.
- I look for new ways of thinking about my learning.



## Curiosity

- I ask questions.
- I use 'I wonder' statements.
- I share my interests with other people.
- I think about the ideas of others and how they came up with them.



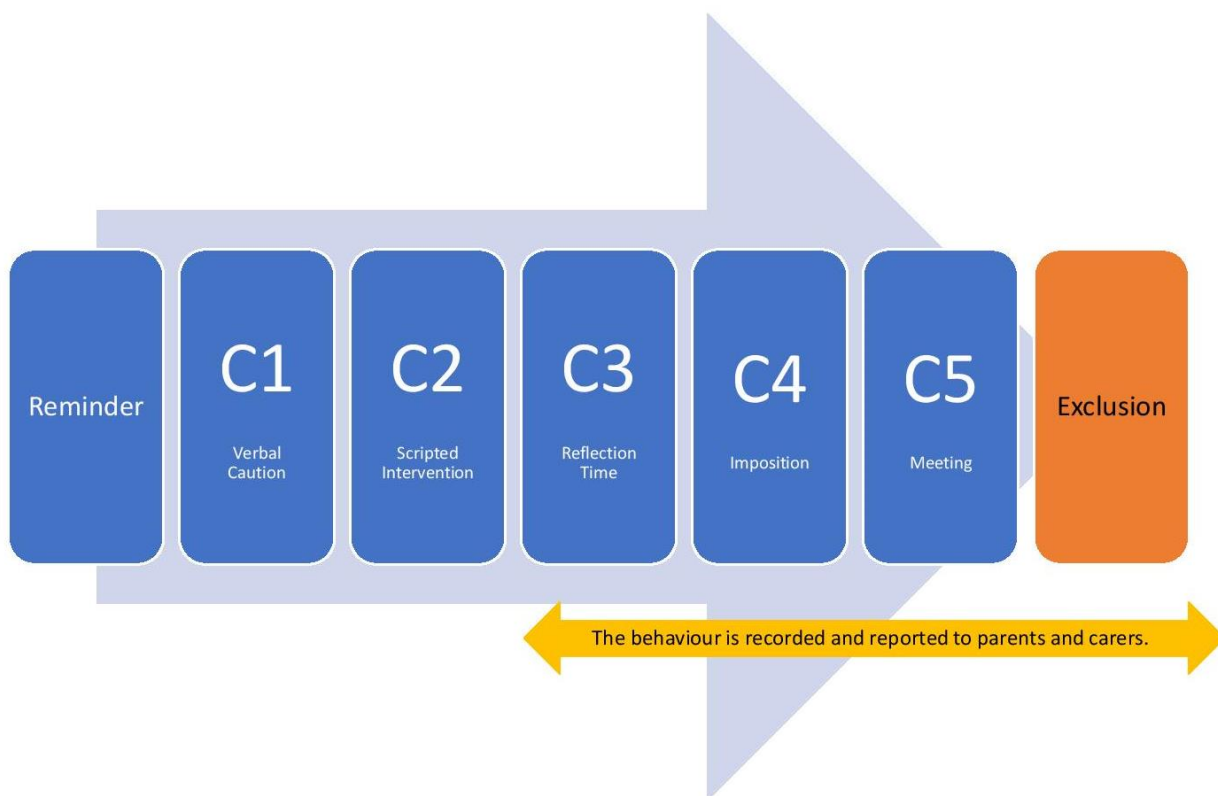
## Resilience

- I attend school every day I can, even if I am not feeling my best.
- I think about what I do well and what I need to do to improve.
- I try my best, even when I find it difficult.
- I edit and improve my work.



Appendix 3: 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

**Behaviour for Learning and Metacognition: NJA Praise System**



Appendix 4: Bronze, Silver and Gold badges criteria, further information regarding this can be found on the school website - <https://normantonjunioracademy.org/our-academy/behaviour/>

**Restorative Questions**

What happened? What were you thinking/feeling at the time? What do you think/feel now? Who has been affected by this? How have you been affected? What are we doing next? What do we do to make this right? What will we do differently in the future?

**Reminder**

You need to, I need to see you, I expect, I know you will, Thank you.

**C1- Verbal Caution**

Here is my warning.

If you choose to... then you can be certain that you will be noticed and receive praise.

If you choose to continue to... then you can be certain that there will be a consequence.

**C2- 30 second Scripted Intervention**

1. Define the behaviour and remind of the consequence.
2. Give the child the choice to behave.
3. Remind them of positive choices and say thank you.

I have noticed that you are continuing to... If you continue then you have chosen to take a timeout and your parent will be informed.

I would like to see...

Do you remember when...? That is the... I want to see right now. I am confident you will make the right choice.

Thank you.

C3- You have continued to make the wrong choice and now must calmly collect your things for a time-out.