

NORFOLK HOUSE SCHOOL & NURSERY

Behaviour Policy

This policy applies to all pupils in the school, including in the EYFS



Written	July 2017
Revised	July 2020, Summer 2021, Summer 2022, July 2023
Date for revision	Summer 2024
Steve Wade Tej Lander	Education Director Headteacher

Behaviour Policy

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, and the requirements of the EYFS Statutory Framework 2023 as well as Keeping Children Safe in Education 2023, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021)

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/Head of Pastoral/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy recognises the need for a behavioural approach to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment
- good behaviour
- respect
- Core Values
- Community support
- Growth mindset

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to a sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child’s behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.

- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headmaster will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p9).

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

(please see section below for Rewards and Sanctions)

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

Teachers have the autonomy to put in place separate systems within their classes should this be required, such as individualised behaviour/performance/conduct charts for a short period in order to support individuals; this should be discussed with the Head of Pastoral and parents.

To support teachers in understanding why a child might be behaving in a particular way, teachers use Zones of Regulation with their classes to gain a better understanding of how the children are feeling.

Where challenging behaviour may be related to a pupil's individual or special needs, we make reasonable adjustments to support them, modifying our approach and implementing additional strategies where appropriate to support the child in line with the Equality Act 2010.

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a

number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- new pupils' handbook
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events
- 1:1 support
- in class/playground support from pastoral lead

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy

Rationale

We are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat others with care and respect. We support children as they take increasing responsibility for themselves and their actions. This policy also applies to Early Years Foundation Stage.

Our Practice

- We handle behavioural issues in a way appropriate to the child's stage of development and level of understanding.
- We show that good behaviour is valued.
- We establish clear expectations and boundaries (see Pupils Expectations below)
- We record all significant incidents relating to behaviour and the sanction administered. Records kept will be shared with the relevant Department Head, Head of Pastoral Care and Head Teacher and will be passed to the next form teacher so that patterns in such behaviour can be identified and appropriate action taken.
- Staff will also keep logs of behavioural concerns or incidents where appropriate, including monitoring of playground behaviour and other social interaction where necessary. These will be recorded in children's pastoral files on the Google Teacher Drive, which are taken up through the school with them. This helps future teachers to understand any historic issues.
- We implement strategies that encourage positive behaviour and self discipline
- We ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children at Norfolk House.
- We share the procedures for behaviour management with parents at induction.
- Department Heads are responsible for supporting form teachers with day-to-day behaviour management. Where situations escalate, matters will be referred to the Head of School on Princes Avenue, or Head of Pastoral as appropriate and then the

Head Teacher. These staff should have the ability to liaise with other agencies for support and expertise.

- We ensure that all staff, including students and volunteers, do not use, or threaten to use any form of physical punishment.
- We ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day (see Child Protection (Safeguarding) Policy - section 13)
- We ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings. The school does not under any circumstances threaten to or use corporal punishment nor any punishment which may adversely affect a child's well being.
- We ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- We specifically identify behaviour that is unacceptable within Norfolk House such as bullying, harassment and name-calling for staff, parents and children. Please see the School's Anti-Bullying Policy.
- We arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- If deemed necessary, the school has the facility to put 1:1 mentoring in place for pupils that need support
- We actively promote high expectations of children's behaviour within the setting.
- We encourage responsibility in caring for others and the environment by giving
- children a variety of tasks and responsibilities
- We encourage positive behaviour through play and learning activities
- We model appropriate behaviours in different contexts.
- We consult with the children to draw up rules for behaviour within Norfolk House
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings, likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We help the children to develop assertive strategies to challenge bullying.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.
- Where we have significant concerns about a pupil's behaviour during recreational time or concerns about a pupil's welfare, we will undertake a 2 day monitoring process, which all staff in the Key Stage will be informed of and participate in as necessary. Findings from the monitoring will be shared with parents as deemed appropriate.
- All our pupils have individual pastoral records that move up the school with them so that staff are able to provide consistent support. In addition, at the end of each academic year, a meeting with the next teacher provides a robust and thorough handover.
- We liaise with parents regarding behaviour and outside agencies as appropriate.
- Where pupils have had behaviour concerns over a sustained period of time, these children will be supported during transition to the next year group or phase and especially in transitioning between our sites or to another school. We would act to reduce anxiety over transition, and be proactive in guarding against poor behaviour

where necessary. This may include informal and formal meetings with teachers, parents and the child, and discussions with the next teacher/school. In addition, where appropriate, we will organise moving up days, transfer of records and dedicated meetings between current and next teacher.

- The school will take disciplinary action against pupils who are found to have made malicious accusations against staff. (please also see the school's Child Protection (Safeguarding) Policy: Allegations against staff and volunteers)

In cases where we feel that behaviour has contravened the school's behaviour policy significantly, and the incident requires further escalation, we refer to the school's Discipline and Exclusion policy, which is available on the school's website.

Pupil Expectations

Our pupils are expected to:

- Demonstrate the school's Core Value system
- Come prepared to learn
- Be organised for lessons
- Listen carefully
- Be respectful and courteous to others at all times
- Demonstrate self discipline
- Be respectful of the school environment and be expected to look after resources
- Move around the school safely and with consideration for others.
- Follow agreed rules as set out by class in collaboration with class teacher.
- Complete all work assigned to them to the best of their ability at all times

The named person with responsibility for behaviour management in the EYFS and Preprep is Helen Enisuh, Senior Deputy Head, and on the Muswell Avenue site is Deborah Gormley, Deputy Headteacher responsible for pastoral care.

Rewards and Sanctions

At Norfolk House School and Nursery, we believe positive reinforcement of behaviour to be imperative in ensuring pupils feel valued and in turn reach their potential, academically and socially. To promote and reward positive behaviour on an individual and group basis, we have a number of age appropriate systems in place. In most year groups (Reception to Form 6), we have a behaviour system that allows children to self regulate their behaviour in line with the school's core value system.

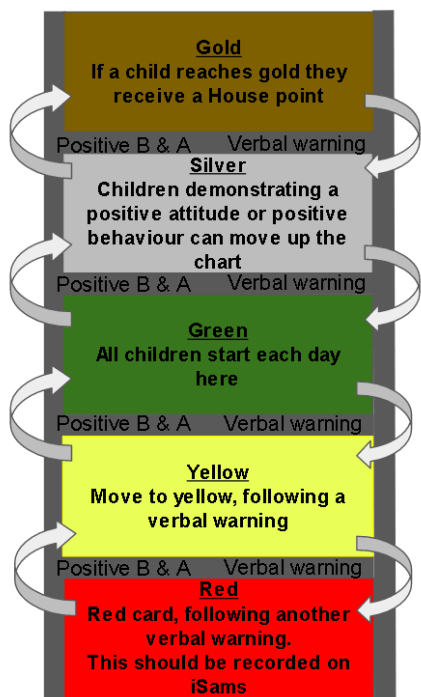
Each class uses a Behaviour & Attitude chart where the children have the opportunity to move up the chart for positive behaviour and down the chart for behaviour that is disruptive or inappropriate. This is a behaviour system that allows children to self correct poor choices and still move up the chart despite making an error in judgment earlier in the day.

There are 5 levels on the chart moving from Red - Yellow - Green - Silver - Gold. Children start each day on Green.

When children move up the chart and reach gold (once per day) they will receive a house point which will be recorded on isams and they will be issued a token to place in the house token box.

If a child moves down the chart and reaches Red this will result in a break time discussion with the teacher who has moved them down to this point and will be recorded on iSams. Teachers will inform parents if children reach Red twice within a week or if they feel the incident requires the parents' immediate attention.

To facilitate the process, the teacher asks non-judgmental, restorative questions like, “What happened? How did it happen? What can we do to make it right?” Through their discussions, they all gain a better understanding as to what happened, why it happened and how the damage can be fixed.



Should a child continue to display inappropriate behaviour following a discussion with the teacher who put them on Red, they will then be sent to the Department Head to discuss their behaviour.

This chart is fluid and children have the opportunity to improve poor behaviour and make better choices. The key is the discussion each time and reminding pupils of their choices.

Children will be given a verbal warning before being moved down the chart unless the behaviour is more serious in nature or involves inappropriate physical behaviour towards another pupil which will result in immediately being moved to Red and the incident being recorded on iSAMS and reported to the Department Head. In instances such as this the teacher will inform parents.

If a child is moved to Red more than 5 times in a half term they will meet with the Assistant Headteacher with responsibility for Pastoral Care to discuss the reasons and parents will be informed. If this behaviour continues and they move to Red 7 times in a half term they will meet with the Head Teacher.

'On Report': If a pupil continues to display poor behaviour, the Head Teacher may deem it appropriate to put the child on report. This will be discussed with parents.

Serious incidents will be referred to the Department Head or Deputy Head depending on the gravity of the situation. It will be decided whether it is appropriate to involve the Head Teacher.

Meetings with parents may be set up if concern is raised about a pupils' behaviour for a specific incident or over a period of time.

Other Systems for Rewarding pupils

Core Value - children will be celebrated for demonstrating core values through means of verbal praise, stickers, class displays, house points

Class reward system for whole class positive behaviour and attitude

Celebration assemblies - this is an opportunity to celebrate outside achievements, house points, Athletics certificates

Tea with the Head - class teachers can select children who have done something exceptional (academic or pastoral) to attend Tea with the Head

Postcards/emails/notes sent home celebrating children and their performance both academically and pastorally.

House Charts - stickers to record their house points

Class Mascot - some classes choose to have a class mascot that gets used for a variety of reasons (encouraging writing, discussion points, enabling children to empathise)

Where challenging behaviour may be related to a pupil's individual or special needs, we make reasonable adjustments to support them, modifying our approach and implementing additional strategies where appropriate to support the child in line with the Equality Act 2010.

Written: 01 September 2010

Reviewed: July 2020, Summer 2022, Summer 2023

Next Review - Summer 2024