



Positive Behaviour Policy

2023-24

Date agreed by Academy Council: 26th September 2023
Date for full implementation: September 2023
Date for Review: September 2024

Introduction

Consistency in our approach is key.

At Norwich Road Academy we believe that good behaviour is essential in order to create an environment where everybody can learn. We believe that behaviour is a “shared responsibility” of everyone in the school and therefore **it is the responsibility of all staff**, with the support of the wider academy community, to support the pupils in developing positive behaviours for learning. We accept and recognise that children present different learning behaviours, and these will need to be dealt with on an individual basis in relation to the child’s personal pathway.

We believe in positive rather than negative approaches to learning behaviours and look for natural and logical responses when reflecting on behaviour choices. Therefore, our Behaviour Policy is rooted in helping children to learn and this underpins the decisions that are made. Our approach includes opportunities to reflect and restore relationships, along with enforcing boundaries and consequences, when appropriate.

At Norwich Road Academy, we support children’s positive behaviour and develop their character through ‘The Norwich Road Way’ Behaviour Curriculum. We define the behaviours and habits that we expect students to demonstrate. This will enable them to be successful in their learning and to enjoy positive relationships across their community. We want to support our pupils to grow into adults who are polite, respectful, kind and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

As philosopher Will Durant states, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)

We work together on the understanding that all involved in our Policy - children, staff, parents, carers and other stakeholders all have **rights** and **responsibilities**.

Defining our rights and responsibilities:

Children

Rights	Responsibilities
To have the best opportunities for learning	To follow 'The Norwich Road Way'.
To be safe at all times	To follow the guidance and support of adults in school
To be treated with respect	To behave respectfully towards others
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment	To be cooperative and considerate
To be heard and to be able to express an opinion	To speak out in a constructive manner but also listen with tolerance
To know what is acceptable behaviour and the consequences of unacceptable behaviour	To act in a safe and responsible manner for themselves and others
To make mistakes	To own mistakes, allow others to make mistakes and reflect upon them.

All Staff

Rights	Responsibilities
To work in a supportive and successful school	Implement 'The Norwich Road Way'
To work in a safe and pleasant environment	Ensure academy policies are followed, the environment is safe and that others act safely
To receive support from within the education system, including colleagues in school	To work to create a friendly, encouraging, supportive and positive environment
To be listened to and be involved in collaborative decision making within the school	To allocate time and resources fairly and appropriately
To be treated with respect and courtesy	Teach expected behaviour, modelling respect and courtesy, promoting positive relationships by listening and encouraging.
To be informed of family / home circumstances which may have an effect upon a child's behaviour, ability or attitude within school	To communicate with parents / carers, offering courtesy and a willingness to listen; this includes promptly reporting both

	positive as well as negative behaviour / incident / events, etc
To expect parents and carers to support school policies and actions towards behaviour	To neither discriminate nor accept others discriminating
To expect parents / carers to support the school's action to assist their child both academically and socially	To play a part in the wider aspects of the school, working and consulting with colleagues
To be made fully aware of the school's systems, policies and expectations	To seek information and use lines of communication
To be able to undertake their professional role.	To model professionalism and consider the needs of children when planning lessons, including those with behaviour difficulties.

Parents/ Carers

Rights	Responsibilities
To be informed of school policy, procedures and the curriculum	To inform staff of updated information, medical needs and any other problems or concerns.
To both receive and offer, information about their child's educational, academic and behavioural development	To treat all members of the school community with courtesy and respect at all times
To be aware of and expect consistent approaches by all staff in respects of this policy	To consult with staff in order to reach agreement where specific issues need to be addressed
To expect that there will be no cultural, sexual or physical discrimination against any member of the school community	To be encouraging towards their child and supportive of school policies, actions and any individual programmes such as Positive Support Plans or interventions offered
To be treated with courtesy and respect at all times	To reinforce school policy and expectations at home. Model what is positive and acceptable behaviour
To be listened to and have concerns taken seriously	To share concerns constructively, with appropriate member of staff and following academy policy.

Outcomes for children:

At Norwich Road Academy we aim to:

- Enable children to achieve their best;
- Develop a calm and safe environment in which children can learn;
- Establish clear boundaries of acceptable behaviour;
- Develop children's interpersonal skills that will support their success in later life;
- Guide children towards effective communication, self-regulation, the ability to express their feelings in an appropriate way and develop self-awareness;
- Encourage each child to learn their own value, to respect themselves and appreciate their achievements;
- Enable children to respect others, to learn their unique value of each person in their lives and the effect we have on one another;
- Enable children to engage with learning and accelerate levels of attainment which will support their motivation to do well in school;
- Create a learning environment which is safe, stimulating, supportive and caring;
- Promote the skills of co-operation, collaboration, making choices and taking responsibility;
- Encourage each child to respect the things around them, both living and inanimate, belonging to themselves and others;
- Develop a sense of a learning community to which we all belong and have responsibility;
- Promote an ethos of peer support, to ensure consistency and confidence.

Principles and Practice:

We intend to achieve these outcomes by:

- Establishing **consistent**, clear expectations of behaviour with the children and between staff;
- Teach, model and promote expected behaviour and relationships with children;
- Implementing our Behaviour Curriculum, 'The Norwich Road Way';
- Supporting colleagues and if required, parents/carers, in the development of skills and confidence;
- Modelling expectations through our interactions with one another - staff in schools, parents/cares and children;
- Ensuring that we are non-confrontational in our own responses;
- Positively recognising when children successfully meet expectations;
- Helping children evaluate their own behaviour and set their own goals;
- Structuring time and giving routines and consistency;
- Giving the opportunity to learn experientially and through planned activities, independently and as a member of the group, within the safety of caring relationships and consistent responses;
- Appropriately scaffolding learning and ensuring that set tasks meet children's needs;
- Challenging children, and other members of our academy community to meet our positive expectations and maintain boundaries of conduct;
- Stepping in promptly to address misbehaviour that may disrupt the learning of others;
- Embedding the understanding of cause and consequence, in that behaviour elicits logical responses, both positive and/or negative in nature. In our work with children and each other, **we will endeavour to refrain from:**
Criticism, blaming, complaining, threatening, punishing or judging.

Instead, we advocate and support:

- Promoting positive behaviour with positivity;
- Recognition and praise; support and understanding, action and assertion; knowledge and negotiation; consequence and reparation; acceptance and recognition.

This will demonstrate our ability to:

- seek to find the positive in any situation and identify it;
- look for common ground, negotiation and explanation to support resolution;
- use language to identify behaviours, describe feelings, reason and actions;
- acknowledge and promote achievement publicly;
- deflect and deescalate difficult and potentially confrontational situations;
- identify logical responses;
- supply alternative preferred responses as choice options, and state consequences of choices.

Teaching and Learning Strategies

There are several strategies that will be used to support children's learning about behaviour. They include:

- Implementing 'The Norwich Road Way' Behaviour Curriculum;
- Promoting positive behaviour and advocating kindness;
- Recognising and rewarding positive behaviour, both publicly and privately;
- Reminding children of the Norwich Road Academy pupil 'Code of Conduct' (this is displayed around the school);
- Teaching specific social skills, with expectation and reinforcement, e.g. how to address people politely, sharing, turn taking;
- Teaching children to resolve conflicts peacefully;
- Giving children opportunities to restore relationships;
- Developing vocabulary to enable children to express their feelings verbally;
- Supporting children in the classroom by having a well prepared 'Calm Corner' and a 'Stop and Think' space;
- Ensuring the classroom environment is conducive to learning. This is achieved by being tidy, organised, well resourced and displays being well maintained, accessible to children and current;
- Teach co-operation and collaborative skills, to enable children to work effectively as a member of a group or team;
- Promote equal opportunities and instil a positive attitude towards differences;
- Ensure that children are aware of the consequences of their words and actions;
- Considering logical responses and implementing consequences, where appropriate.

Positive behaviour is reinforced with positive feedback, such as:

- Our whole school 'Good to be Green' approach;
- Reward time;
- Lunchtime 'Well done' slips;
- Whole-school expectations i.e. Our Code of Conduct;

- Providing positive role models;
- Immediate praise, giving precise and specific feedback;
- Verbal feedback, ie.to senior staff and/or parents and carers
- Visual signs – smile or other sign of approval e.g. thumbs up or high five
- Personalised stickers or stamps;
- Group appreciation;
- Certificates;
- Photographic displays or work on display in class or around the school;
- Written reports to parents/carers;
- Class Dojo points for learning and behaviour;
- House points;
- Sharing and celebrating success with peers during lesson time;
- Sharing achievements with our academy community on our social media platforms, such as Class Dojo, Facebook and Twitter.

Class Dojo

We use the awarding of 'Green Dojos' to promote positive behaviour and ensure there is constant communication with parents and carers. They can have instant feedback via the App on their phone.

House Points

These are also awarded for positive behaviour. Each child is allocated a 'house' when they start out academy. They can earn house points for their house by being polite, setting a good example, completing work to a high standard or any other positive behaviour they might display. Each week house points will be counted for each class, and the winning house across the school announced in Friday's celebration assembly.

Super Learners

Every week a 'Super Learner' will be chosen from each class. This will be someone who has demonstrated our academy values. They will be awarded with a Values Certificate in whole school assembly. Displays around the academy and our social media pages support and reinforce our positive messages.

Consequences

As part of our logical responses to behaviour, we may implement a consequence. Consequences reinforce boundaries and therefore reinforce acceptable behaviour across our school community.

Consequences of negative behaviour:

- reminders of the academy pupil 'Code of Conduct';
- reminders of academy expectations and possible consequences;
- encouragement to make the right choice;
- loss of playtime, to reflect or complete any learning missed due to poor behaviour choices;
- working away from peer group to refocus;
- loss of reward or 'choosing' time;
- the expectation to repair a situation;
- time in the 'Reflection Room' at lunchtime (KS2). This could be to write an apology letter, complete missed work or to reflect on the incident itself,
- a follow up discussion with the Inclusion Team/ Senior Leadership Team:

- with three or more incidents of 'red behaviour', a parent or carer is invited in for a meeting by the class teacher. This may be followed up by a meeting with a member of the Leadership Team;
- if a child self-exits the class, then a five-minute expectation to return is made. If this is unsuccessful, parents/carers are called and asked to stand by. If the child remains uncooperative, and potentially unsafe, after another five minutes then the parent is called and asked to assist getting their child back into class, or to an alternative safe place.
- involvement of the Deputy Head or Principal.

We recognise the three main factors in the success of this approach and its 'effectiveness

- Certainty rather than severity,
- Consistency is key
- Sanctions affect different people differently.'

(Tom Bennett OBE, Running the Room 2020)

Norwich Road Academy Consistencies

'Consistency is Key'. It is widely recognised that when children have clear and consistent approaches to behaviour they are more likely to behave in a more positively consistent manner. Our staff should embody our academy culture, upholding our behaviour curriculum, policy and respond to any misbehaviour in a consistent way. The aim of this behaviour policy is to create a positive behaviour culture.

How the day starts sets the tone for the rest of the day. At Norwich Road Academy, we firmly believe that all children should receive a warm welcome as they enter school, and their classrooms. Our academy consistencies include:

- A member of the Leadership Team at the gate at the start and end of each day;
- A member of staff "meet and greeting" their class each morning, at the class door.
- Promptly picking up on children who are failing to meet our expectations, including uniform;
- End of break and lunchtime signals, upon which children are expected to stop what they are doing and stand still, to then walk sensibly to their class for learning time;
- A consistent class signal for children to stop and listen;
Teacher claps hands rhythmically, pupils copy, then "empty hands" when everyone has empty hands then move onto "listening hands," hands together. It is expected that when in Key Stage 2 this will be embedded and verbal instructions will not necessarily be needed.

Monitoring:

Monitoring and evaluating academy behaviour enables our leaders to review the effectiveness of this policy. A short record should be kept of any behaviour that is persistently disrupting the learning of others. Behaviour incidents are logged in Pupil Asset, these can then be monitored using the data management system. These will be overseen by the Inclusion Lead and concerns passed on to the wider Senior Leadership Team. Any pupil with ongoing behaviour needs will have an individual folder.

If a child continues to have difficulty following the behaviour expectations at the academy, a consultation will take place between the class teacher and Inclusion Lead. This may lead to

an assessment being completed, such as: Boxall assessment, Strengths Difficulties Questionnaire (SDQ) or a Primary Insight Self Esteem Checklist (PISEC). Information from this assessment will be used to create a Positive Behaviour Support Plan for the pupil. If required, as a result of any unsafe behaviour, a risk assessment will be put in place. Support Plans and, if required, a Risk Assessment, **will be shared**, agreed and reviewed with the parents or carers.

Positive Behaviour Support plans should be shared with all stakeholders and reviewed regularly. The Inclusion Team are able to offer advice and support.

A Support Plan and/or Risk Assessment will have:

- a shared responsibly approach to ensure that all staff are giving the same message,
- guide the child through what is acceptable behaviour using strategies such as: Social Stories, small world, 1.1 support,
- offer, moral emotional and practical support for the pupil, his/her teachers and support staff,
- identify both strengths and difficulties that the pupil may have,
- involve the parent/carer and the child, and use regular and honest communication between all parties involved.
- considered interventions, such as; One to One Counselling, Drawing and Talking and Nurture Time.
- ensure that all staff receive regular training and CPD for Early Intervention and Solution Focused strategies.
- considered provision for lunchtime nurture opportunities.

Challenging behaviour should be addressed with the following stages:

- Formal Warning, '1st Warning', Yellow Card and/or visual cue,
- If the behaviour persists, 'Time Out' or 'Stop and Think' is given. This is time away from the group in class, with a visible timer. This gives the pupil the opportunity to redress the behaviour. Children should be redirected, with clear expectation,
- If the behaviour persists, a 'Final Warning' is given,
- If this continues, a 'Red Card'* is given. The pupil will be 'Exited' to another class.
- When the pupil returns to class they will remain on a final warning, one more incident then they will be given a longer time out of class with a member of the SLT.

***This stage must be addressed with additional actions as follows:**

- A resulting consequence – e.g. loss of playtime, loss of choosing time, Reflection Room (KS2 only), academy-based community service, such as tidying their class, or supporting the site team.
- The incident to be recorded officially on Pupil Asset, noted by the class teacher or supervising adult,
- If there are three or more incidents, the class teacher will arrange and meet with the Parent/Carer,
- The pupil will complete a reflection sheet for records (Key stage 2 only).

Some children with additional needs may have their own individual support plan and the responses to their behaviour will be tailored accordingly. We will always include advice from professionals.

Out of Class (playtime and lunchtime) incidents (Yellow Card):

- Follow the same pattern as above, with Formal Warning and if necessary, 'Time Out'
- Report the incident to the Class Teacher and when applicable, the Phase Leader.
- The Class Teacher will inform the parent, as necessary and apply appropriate consequence.

Out of Class (playtime and lunchtime) incidents (Red Card):

- Inform the Senior Leadership as the pupil may need planned time away from their peers.

Repeated behaviours:**Multiple Repetitions of Yellow or Red level (3 or more in a week)**

- Should be addressed with a meeting between parents/carers and class teacher, with the discussion of a Positive Support Plan being put in place;
- An individual behaviour report or 'check in' system may be set up;
- A privilege or responsibility may be lost as a consequence;
- The Inclusion Lead and Phase Leaders should be involved to support the Class Teacher;
- The Leadership Team may consider, in discussion with parents/carers, a reduced time in school in order to support positive behaviour. This will have clear, recorded targets for success and be reviewed regularly;
- Arrangements will be considered on a case-by-case basis, based on all information available.

Leaving School Site Procedure

We acknowledge that when some children are angry or upset they can go into the 'fight or flight response'. This is our body's own protective response to anxiety or danger. The body releases a sudden burst of adrenaline. For children who choose to run, more specifically off site, there is a procedure in place.

When a child is at risk of running off site the following procedure is followed:

- One member of staff (preferably with a Walkie Talkie*) will observe the pupil from a distance and advise a member of the Senior Leadership Team. They must be mindful of circles of danger and that giving chase may encourage the pupil to run. The priority is to keep the pupil safe and visible.
- Gates are supervised and secured by members of staff (preferably with Walkie Talkies).
- If the child does go off site, then 999 is called. It should be reported that a child is 'missing' to the authorities.
- After the Police are informed, parents or carers should be called immediately and, if appropriate, the child's Social Worker

** staff should send an urgent message to the academy office if one is needed.*

Out of School Behaviour

We are committed to ensuring our pupils act as positive ambassadors for us. Taking this into account, we expect the following:

- Good order on all transport, educational visits or learning opportunities in other settings or schools;
- Good behaviour on the way to and from school, and in our school community;
- Responsible conduct online.

The same behaviour expectations for pupils on the academy premises apply to off-site behaviour.

If a pupil is wearing our uniform in the community, we expect them to conduct themselves responsibly and considerately. Any poor behaviour choices, when wearing our uniform, outside the academy, may result in a discussion and consequence at school.

The Department for Education states that, 'Conduct outside the school premises, including online conduct, that schools may sanction pupils for include misbehaviour:

- When taking part in any school-organised or school related-activity;
- When travelling to and from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil of the school;
- That could have repercussions for the orderly running of the school; that poses a threat to another pupil; or
- That could adversely affect the reputation of the school.'

'Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.' *DfE July 2022*

Internal Suspensions

Internal suspension is a serious sanction. This will be implemented to maintain the safety of others and to restore class harmony; to manage a disruptive pupil or to allow a pupil a space to regain calm. This will mean that a pupil who attends the academy as usual but works away from their class, for a fixed amount of time. This will be in a different classroom or with a member of the Senior Leadership Team.

An internal suspension is a discretionary measure, when a pupil's behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for an external suspension, or as a safeguarding measure.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where an external, formal, suspension is necessary. If a child receives internal suspension it should be for the shortest time possible. The suspension will be recorded on Pupil Asset and parents/carer's will be informed by a meeting or telephone call that this is happening and a follow up letter will be sent. The suspension will be monitored by the academy Inclusion Lead.

Suspensions and Persistent Anti-Social Behaviour

Suspensions: It is hoped that suspensions will be rarely required. If a serious situation arises where the academy feels this is the appropriate action to take, the Principal (or Deputy) will follow the current guidance and procedures set out for such action

Following a period of fixed term suspension, the Principal (or Deputy) will meet with the child and their parent/ carers to reintegrate the pupil and discuss a positive way forward, before they return to class. This will, in the most cases, be on the first day back to school.

If a child is persistently unable to follow the rules, the following sequence of events will begin:

- The class teacher will inform the Inclusion Lead in school and ascertain whether there is any additional help that could be given to the child;
- The class teacher may decide to inform a member of the SLT and/or the child's parents if the behaviour is particularly serious or does not seem to improve;
- The class teacher may ask for the support of the Special Educational Needs Co-ordinator if necessary, and a case study of the child and support given maybe drawn up at some point, depending on the seriousness of the case;
- Other outside agencies may need to be involved, at the discretion of the Principal, in certain circumstances;
- If the behaviour becomes a serious concern during any part of the school day, and all possible interventions have not helped matters to improve, the Principal may impose fixed term suspension.
- Extremely serious situations may lead to involvement of the Governing Body, with Permanent Exclusion being the ultimate resort.

Searching children and confiscation of items

All staff are able to search belongings should they have reasonable grounds to do so. Such grounds might be:

- To look in general for something that has gone missing;
- In order to establish the presence, or not, of a dangerous object or illegal substance,
- To look for something unsafe or age inappropriate that is thought to have been brought onto the academy's grounds,
- To establish the use of technology in a given situation, e.g. Texting or taking of picture.

The Department for Education (2022) identifies 'prohibited items as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations: tobacco and cigarette papers; fireworks; and pornographic images.'

Staff have the right to confiscate, retain or dispose of the item. If confiscated this may be returned to parents/carers after school.

The procedure for searching is such:

- The Principal, or Deputy is notified;

- Unless there is an immediate risk of harm, parent/carers are notified;
- The support of an additional member of staff and co-operation of the pupil is sought in the first instance;
- Possessions, such as bags and clothing not being worn at the time, may be searched;
- Pockets on clothing, being worn at the time, shall be required to be emptied;
- Outer clothing may be removed;
- Only if felt necessary, clothing may be patted down to check that they are empty.

Staff have the right to confiscate, retain or dispose of the item. If confiscated this may be returned to parents/carers after school.

Should the need for a search be identified, staff must consult 'Searching, Screening and Confiscation – Advice for Schools, Department for Education, July 2022.'

Child on Child abuse

We believe that sexual violence and sexual harassment are never acceptable.

At Norwich Road Academy, as part of our positive behavior management policy, we are aware that Child on Child abuse (or harmful sexual behaviour) *could* happen here.

We will challenge all inappropriate language and behaviour between pupils. We will never normalise sexually abusive language or minimise behaviour by treating it as 'banter'. Any behaviour which falls short of our expectations will be managed through this policy.

In order to minimise and mitigate the circumstances where this could happen, we will:

- Make sure that all adults understand what child on child abuse is and looks like;
- Ensure regular training and refresher information is made available to all staff;
- Ensure all staff are capable of picking up and challenging inappropriate behaviours;
- Ensure that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and being able to offer support;
- Adapt our curriculum to ensure pupils are clear about our expectations in this area;
- Make links with appropriate external partners who can support when these issues arise;
- procedure, protocol and guidance, and risk assessment in place should the need arise.

The Governing Body of Norwich Road Academy will:

- Support the academy in the implementation of the policy.
- Give advice, when necessary, to the Principal about disciplinary issues so that they can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

Other Relevant Policies and Documentation

This policy should be read in conjunction with:

Behaviour in Schools, Advice for headteachers and school staff – Department for Education July 2022

Searching, Screening and Confiscation, Advice for schools – Department for Education July 2022

Associated Norwich Road Academy Policies:

'The Norwich Road Way' Behaviour Curriculum 2023

Health & Safety Policy

Safeguarding Policy

Positive Management of Aggressive and Violent Behaviour

Complaints Procedure

Anti-bullying Policy