



NORTH WINGFIELD PRIMARY
& NURSERY ACADEMY™

Pupil Engagement and Behaviour Policy

Approving Body	Headteacher
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Further Information/Guidance	



Pupil Engagement and Behaviour Policy

At North Wingfield Primary and Nursery Academy we want a school:

- Which is calm, quiet and orderly,
- Where everyone is treated equally and everyone feels valued.
- Where children and adults have respect for each other's feelings, rights and backgrounds
- Where everyone looks after school property and each other
- Where children have a positive enthusiasm for school life and take responsibility for their own learning
- Where teaching and learning can take place without disruption

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A school is a community and any approach for managing children with behavioural challenges is based in consistency and partnerships.

The approach we have adopted is called the Positive Behaviour Plan. This Policy is based on the principle that children are positively rewarded for following the rules and have a set of clear consequences if they break them.

Friday Achievement Assembly

Every Friday at 9.00 am we will come together as a whole school and celebrate the achievements of our children. Parents of children who have a Headteacher nomination will be invited to attend our assembly and see their child receiving their award. This will include awarding the class with the best attendance for the previous week, subject certificates and from time to time other achievements put forward by staff e.g. maths interventions.

The Engagement and Behaviour Policy consists of 3 main elements: Rules, Rewards and strategies to support behaviour.

Rules

1. Follow instructions.
2. Keep hands, feet and objects to yourself
3. Praise, no put downs
4. Work calmly, stay on task
5. Be a good listener

Rewards

These are given to children and classes if they choose to behave well and follow the rules

1. Praise
2. Class points leading to class rewards
3. Positive notes home
4. Texts home
5. Head Teacher achievement assembly nominations

Strategies to Support Behaviour

Children are supported in remembering our school rules. Children are given a rule reminder in the form of "proximity praise" of others who are displaying appropriate behaviour and then, if necessary using re-direction in the form of a positive reminder e.g. 'Thank you for sitting nicely' (to a nearby child), 'You put your hand up, well done' (to a nearby child).

The following strategies are in place to support and remind children that their **choice of behaviour** needs to be reflected on. We do not use the words '**naughty**', '**kicking off**', '**meltdown**' or other phrases that are not focussed on choices.



The Dojo Behaviour System

All children have a Dojo monster. There is a bank of positive statements and a bank of 'needs more work' statements.

Children are rewarded a set number of Dojo's for positive points for a range of good work and positive behaviour.

Children can also lose Dojo points for poor choices in behaviour. Dojo points can be earned back, however, certain behaviours cannot such as fighting, extreme language.

Parents and carers are invited to download the Dojo app and view their child's progress along with the work they have done in class and across school.

Dojo Prizes

Children collect their dojo points and when they reach a set number 100, 175, 250, 325, 400, 500 they can exchange their points for a specific prize. The prizes are varied and are rotated and changed according to stock.

Consequences

- If a child loses Dojo's due to extreme behaviour they will lose their break time.
- Where they have lost points but the behaviour is not severe, children can work hard to earn back any lost time.
- If a child is involved in 'Severe' behaviour they will unfortunately not be able to earn lost time back.
- Consequences must be applied fairly.
- Letters to parents for excluded children are managed by the headteacher.
- Each session is seen as a fresh start.
- Other staff members are only to be called upon for support following the first three levels of intervention. The only exceptions to this are where a child's behaviour jeopardises the health and safety of others or there is serious and unmanageable disruption to Learning and Teaching.

Verbal intervention

This is a non-shouting school as we believe that shouting does not aid the learning process in fact it hinders the learning process.

All adults during verbal intervention will:

- Remain calm and flexible
- Be clear and reasonable
- Talk privately
- Allow space and time
- Avoid power play
- Listen with empathy
- Use agreed phrases when suitable:
 - I can see you are upset....
 - I am hearing you say....
 - I am noticing...
 - I am wondering....
- Be that as it may.....

Strategies for dealing with wrong choices.

Behaviour Reminder Steps – *this process must be followed*

- Step 1 – Kind reminder of behaviour expectations
- Step 2 - Kind reminder of behaviour expectations and reminder of consequences
- Step 3 - Kind reminder of behaviour expectations dojos removed
- Step 4 - If Steps 1-3 are followed and no change of behaviour choices, child goes to SLT. All step 4 behaviours must be logged on RMIntegris.

Children go straight to step 4 for the following behaviour choices

- Fighting
- Deliberate serious injury to another child/adult
- Use of inappropriate language - swearing
- Bullying type behaviour
- Insults using sexist words
- Insults using ageist words
- Insults that use racist words
- Insults that use words against disabilities
- Insults that use misogynistic words– hatred of women/females
- Insults that use misandrist words – hatred of men/males
- Insults that include homophobic words - fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people.
- Insults that include biphobic or transphobic words - fear or dislike of someone who identifies as bi based on prejudice or negative attitudes, beliefs or views about bi people.
- Insults that include transphobic words - fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans.

(Stonewall, we use 'trans' as an umbrella term to describe people whose gender identity is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This includes non-binary people)

All of the above the following: -

- Leaving the classroom without permission
- Serious defiance of another adult
- Racism with intent to offend

Children with SEND need to be managed on an individual basis. It is important that you work with Rachel Shepherd (SENDCO) to discuss strategies for key children.

Severe Behaviour (Leading to internal suspension (Seclusion) or suspension to home)

The behaviours pointed out above will result in some form of seclusion (this is in school). If supportive strategies persist and extreme behaviour continues the next step would be suspension. This is always considered a final strategy and school will always work to avoid this step.

- Health and Safety issues, Capacity for Internal Suspensions to be managed, Case History.
- Each case is reviewed on an individual basis. Only the Headteacher may authorise seclusion or suspension.

ALL severe behaviours are to be recorded on RMIntegris on the same day

Seclusion

We are fortunate in having space to work one to one with children.

Seclusion is not a punishment, it is a “consequence”. If a pupil has indulged in “severe” behaviour then:

- They require the opportunity to be away from the relationships and/or environment that has contributed to the poor behaviour
- They require the opportunity to acknowledge their behaviour and reflect upon this with skilled staff at school.
- They need the opportunity to discuss their behaviour with school staff within the context of the school’s engagement and behaviour policy and the responsibility that they have within this.
- They need to be given the opportunity to **feel good about themselves** by interacting with different people at school – sometimes this can include other pupils. This may become a reward in the future
- We have a responsibility to turn a negative into a positive

Suspension

Derbyshire LA has a target of zero suspensions to home. This can only be achieved if each school has the same target.

Evidence shows us that suspensions do not:

- Improve pupil/student behaviour in the vast majority of cases;
- Serve to incentivise parent engagement in school;
- Serve as a warning to other pupils;
- Improve relationships between parents and school leaders or teachers;
- Tackle the key drivers of poor behaviour.

Suspension:

- Makes pupils feel isolated, not wanted and unsupported;
- Confirms to pupils that they have failed;
- Confirms to pupils that they are different from others;
- Damages attendance data and contradicts many attendance strategies;
- Interrupts learning.

To Conclude

The purpose of this behaviour plan is to positively encourage all children to choose to behave properly at all times.

This policy gives children the opportunity to correct their behaviour knowing that they will gain rewards if they choose to follow the rules and face the consequences if they choose to break the rules.

Managing the Policy

Basic Principles

- **All** staff/employees must use the plan consistently.
- **No** staff/employee can introduce different rules, rewards or sanctions
- The plan applies to **all** children. Reasonable adjustments may be made for children who have serious emotional or behavioural difficulties by negotiation with all key stakeholders
- There must be a balance of rewards and consequences.

Monitoring and Evaluation

The effectiveness of the policy is monitored by the Headteacher, assistant headteacher's and Learning Mentor.

Individual profiles on behaviour can be drawn up from within this data and are used as part of reports for a variety of groups who may have an interest in the behaviour improvement of individual children. E.g. Looked After Children, Children on SEN or CP Registers etc.

Reports are made to the Governors Standards Committee and to full Governors via reports from the committee or Termly Head's Reports to Governors.

Additional Guidance

Behaviour of staff:

- The behaviour of staff should always be of the highest standard; setting a good example by all that they do, always being mindful of the public face of the school and maintaining confidentiality at all times, particularly when using social networking sites.
- When using social networking sites, staff should never accept as 'friends' pupils at the school and should be very mindful of being 'friends' with parents or ex-pupils where it may lead to a breach of confidentiality or bringing the school into disrepute.

Behaviour of Governors:

Governors should always be mindful of the position of trust they hold and behave accordingly. They should

maintain confidentiality for all families and should not be drawn into specific issues relating to the school but should pass on parental concerns about the day-to-day running of the school to the headteacher or any policy concerns to the appropriate committee or full board of governors. They can also advise parents about how to access complaints procedures and/or policies.

When using social networking sites, governors should never accept as 'friends' pupils at the school and should be very mindful of any comments they post or discussions they enter into involving school issues. They should also be very careful that comments do not lead to a breach of confidentiality, criticism of members of staff or act against the agreed policies of the school.

Behaviour of parents:

It is very important that the school should aim to maintain positive relationships with parents at all times so that children perceive a strong and supportive approach by both home and school. Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with the parents by the Headteacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

In relation to behaviour of parents towards any member of staff, governors or volunteers, the school will not tolerate any instances of:

- Bad language
- Bullying
- Threatening behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their license to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.