



# NORTH WINGFIELD PRIMARY & NURSERY ACADEMY™

## Pupil Engagement and Behaviour Policy

APPROVING BODY	Headteacher
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Further Information and Guidance	Low Level Concerns Policy Child Protection 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 come together as a whole school and celebrate the achievements of our children. 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.

### **Trauma Informed Strategies**

Following whole school training, staff incorporate Trauma-Informed practice which is a strengths-based approach, which seeks to understand and respond to the impact of trauma on people's lives. The approach

emphasises physical, psychological, and emotional safety for everyone and aims to empower individuals to re-establish control of their lives.

### **Restorative Practice**

When trying to resolve conflict, we use 'Restorative Practice'. Restorative Practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.



### **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 exchange their Dojo points for prizes in the special Dojo cupboards.

Children can also lose Dojo points for poor choices in behaviour. Dojo points can be earned back, however, certain behaviours result in a larger number of Dojos being lost 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.

### **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 than in the case of incidents that require a letter home).
- 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.

### **Children go straight to 5<sup>th</sup> warning for the following behaviour**

- Continuing to demonstrate negative behaviour
- Fighting in the playground
- Deliberate serious injury to another child
- Bullying type behaviour

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 Exclusion (Seclusion) or Exclusion 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 exclusion. This is always considered a final strategy and school will always work to avoid this step.

Each case is reviewed on an individual basis. Only the Headteacher may authorise seclusion or exclusion.

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

Any child caught or suspected to be bringing prohibited items into school including a knife, drugs, cigarettes/vapes will be subject to a search (in line with the DfE Searching, Screening and Confiscation Advice for schools July 2022 <https://www.gov.uk/government/publications/searching-screening-and-confiscation>).

In the event of the above, parents/carers will be contacted immediately and informed of the prohibited item brought into school.

### **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.

### **Exclusion**

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

Evidence shows us that seclusions 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.

Seclusions:

- 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 all Local Academy Board meetings as part of the 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.