



# **Conduct and Behaviour Policy**

**2024.2025**

*‘Every child who attends our school can expect, and will receive, an excellent standard of education - one that enables them to shine as individuals, make a positive contribution and reach their full potential. ‘*

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## **Introduction**

The aim of this policy is to assist pupils in becoming successful and resilient learners, confident individuals and responsible citizens of the community by developing and making clear boundaries of acceptable behaviour. This is underpinned by trauma informed approaches.

The policy aims to be as proactive as possible rather than reactive. We believe first and foremost in the importance of good relationships to foster our pupil’s sense of safety and security through nurture, warmth and empathy. This is also underpinned by actively teaching and rewarding good behaviour rather than simply punishing negative behaviour. Children need to know what is expected of them in terms of positive behaviour. This will be achieved through strong leadership, shared responsibility, and the application of a clear and consistent system of rules, routines and consequences underpinned by positive relationships and a sense of belonging.

## **Encouraging positive behaviour through school systems**

### **Responsibilities introduction:**

The Policy for Conduct and Behaviour is shared with parents as soon as their children start main school because we believe that we should all work together towards a common aim. This will ensure consistency of approach so that the children understand fully that which is expected of them. Our Home School Agreement (see Appendix A) sets out the responsibilities of children, staff and parents towards each other and all are expected to adhere to this. The children's responsibilities are listed because we would like to develop their responsibility and self-discipline as opposed to imposed discipline. Only by all those concerned working together, can the school community become a place where all can feel respected and flourish.

### **Rationale:**

The policy for behaviour and discipline in school cannot be separated from the overall aims of the school to create a positive atmosphere based on a sense of community, collective responsibility and shared values.

### **Aims:**

- To encourage a calm, happy and purposeful learning atmosphere within school.
- To foster positive caring attitudes towards everyone where all achievements are acknowledged and valued.
- To encourage increasing independence and self-discipline and regulation so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach and shared responsibility throughout the school, with parental co-operation and involvement wherever possible.

- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help staff and parents to have a sense of direction and a feeling of common purpose.
- To develop a sense of respect for each other and for the environment, and to demonstrate this through courtesy and good manners.

**Governors' responsibilities are to:**

- To make and regularly review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour.
- Uphold the principles and practice of the Policy for Conduct and Behaviour.
- Review the policy annually.

**Children's responsibilities are to:**

- Work to the best of their abilities, and allow others to do the same.
- Treat others with respect.
- Follow the instructions of the school staff 'first time, every time'.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.

**Staff responsibilities are to:**

- Adopt a relationship based approach to our work, taking into account how adverse childhood experiences (ACE) can cause a trauma response in children
- Prioritise and promote positive mental health and wellbeing
- Treat all children fairly, consistently and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging and interesting and relevant curriculum.
- Create a safe and pleasant environment, physically and emotionally, underpinned by clear boundaries
- Be a good role model.
- Form good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that each is an individual and to be aware of their additional needs.
- Offer a framework for personal and social education.

**Parents responsibilities are to:**

- Support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Be aware of the school rules and expectations.
- Foster positive attitudes towards school.

**To encourage good behaviour we:**

- Model, recognise and reward the behaviour we expect
- Make clear our expectations of good behaviour through the school rules
- Use the language of choice when talking about behaviour
- Discourage unsociable behaviour by promoting mutual respect.
- Encourage children to take responsibility for their own actions and behaviour.
- Set standards of behaviour through example.
- Reward and celebrate good behaviour, individually and as a class
- Teach a positive behaviour ethos.

## **Positive behaviour strategies**

At Normanton Common Primary Academy we use an agreed set of positive behaviour strategies to reward those children who also behave well, and to motivate those children whose behaviour is causing concern. Our policy is underpinned by positive relationships.

### **Foundation Stage**

For our youngest children in school children's behaviour choices are explicitly displayed on a series of behaviour choice cards. The purpose is to reward and celebrate positive behaviour choices. Should pupils consistently exhibit inappropriate behaviour their name will be moved to an appropriate place on the chart. Staff members explain how children can improve their behaviour, all efforts are made to spot this in action. Children are swiftly supported into making improved behaviour choices.

#### **1. Good to be Green**

Good to be Green is a visual representation of our positive behaviour system. Each class in KS1 and 2 has a chart with individual children's names attached to a green card. Staff around school can praise and recognise children who are making green behaviour choices. Some children around school require visuals to support their understanding of green choices. Where children do not make green choices, a yellow warning card will be issued. Further warnings are issued if necessary which may result in a red card. See Appendix B – Rewards and Sanctions.

#### **2. Stickers and Stars**

These will be given by the class teacher for good work, effort, and also for a range of positive behaviours. Key Stage One children are 'spotted' for making the right behaviour choices at school. These behaviour choices link to our school rules. Children wear their spots on their uniform to show to their parents at the end of the school day.

#### **3. Individual Sticker Cards/Report Card**

These may be used with children who require additional, targeted support in making green choices. Each target will be small and achievable and will be appropriate for the individual concerned. Rewards may include choosing a special activity for 10 minutes, stickers and certificates from both the class teacher and the headteacher. Both rewards and charts will be personalised to motivate the individual.

#### **4. Merits**

All adults in school will award children with merits for making the right learning or behaviour choices. In order to develop independence children organise their own merits into a merit book. It is their responsibility to keep this safe and up to date. In Key Stage one, children will receive a 'spot' to show to parents/carers at home as well as the merit slip to keep safe. Children who are awarded merits will keep their merits safe ready to be exchanged for merit badges and prizes.

#### **5. Star of the week Certificates**

In Friday's celebration Assembly, each class teacher will choose two children to receive a sticker and certificate from the head teacher as a recognition of their learning and behaviour choices over the week.

#### **6. Lunchtime Stickers**

The lunchtime supervisors will give a sticker to children who are spotted making good behaviour choices, either in the dining room or on the playground.

#### **7. Class rewards**

Each class decides on a reward and works together to determine the number of class points and what they need to work on to achieve the reward.

## **Routines and school day procedures**

### Children

- Children to move sensibly around school e.g. walk quietly.
- They are encouraged to take pride in their appearance e.g. no jumpers around their waists or sleeves rolled up.
- Children are expected to sit correctly at a table, as per National Curriculum requirements (Year 1).
- Children leave the learning areas tidy, including putting chairs under tables.
- Children are encouraged to drink water to aid thinking, but not at the point when the teacher is teaching.
- Children are expected to respond quickly to the teacher's stop signal. Children are taught that on hearing the stop signal they must stop talking, draw their attention to the adult who has stopped them and free their hands of resources. In early years and key stage one children are asked to show their hands.

### Staff

- Wear identification badges.
- Ensure children follow routines at all times.
- Encourage and reward good behaviour choices.
- Promote early intervention to halt a decline in negative behaviour.
- Have clear consequences for the wrong behaviour choices.
- Be fair to all pupils.

### Parents/visitors to school

- Share the school's commitment to safeguarding and promoting the welfare of children.
- To wear identification badges/stickers at all times.
- Abide by the school's equality commitments.
- Uphold and hold the ethos and values of the school.

## **Procedures and protocols**

### Lunchtime and playtime management

#### Times

FS - 11.30-12.30

KS1 - 12.00-13.00

KS2 - 12.30-13.30

Lunchtime rules are the same as our school rules.

- We listen, we don't interrupt.
- We speak to others politely.
- We are kind and helpful.
- We are honest.
- We are gentle.
- We look after property.

**Be polite** - in the dining hall and in the playground.

**Do as adults ask** - by standing still when the whistle blows then walking to the dining room/classrooms

**Think safe, keep safe** - by looking after ourselves and being considerate to others

**Look after our school** - by looking after the play equipment and school grounds

**Try your best** - to make the right choices and have a safe and happy lunchtime

- 1) Staff must accompany their children to the dining room to ensure a calm and pleasant start to lunchtime.
- 2) Lunchtime staff will be aware of the school policy on behaviour and discipline, particularly with respect to the positive behaviour strategies. They will also be clear on the range of strategies and sanctions to use.
- 3) At the end of playtime and lunchtime the Lunchtime Supervisors will blow the whistle to signal the children to stand still. On the second whistle the children will walk to their classroom door and go straight in to the classroom where the teacher will be waiting for them.
- 4) The members of staff on playground duty will be outside promptly at the start of playtime, before children. All support staff will be on playground duty every morning.
- 5) At the start of each half term the class teacher will take the children outside and remind them of the rules and code of behaviour relating to the playground/the field.
- 6) Toys and games are provided for lunchtime use and Key Stage two children have a football and several basketballs. Adults are expected to model and interact with children to demonstrate positive play skills.

### **Consequences**

The aim of our school ethos is to emphasise the positive, with praise and recognition of achievements. However, clear and simple procedures need to be in place so that the children understand the consequences of poor behaviours.

Should a child's behaviour in the classroom be unacceptable and disrupt teaching and learning, then the class teacher will intervene. Our Rewards and Sanctions framework makes it clear how we deal with behaviour within school (Appendix B).

In the unlikely event of a pupil requiring positive handling techniques to keep themselves and others safe from harm, agreed protocols will be adhered to. See our Positive Handling Policy.

### **Behaviour logs**

Severe behaviour or repeated concerns will be logged on CPOMS, our recording system within school, as well as actions taken to address this.

### **Exclusions**

Temporary exclusion from school would only be considered when all other strategies had been considered and found to be inappropriate and if the continued presence of the child was considered to be unsafe, either for him/herself or others, or exclusion was necessary to deal with a crisis or with an emergency.

The length of exclusion should relate to the individual circumstances of the pupil. All exclusions will be reported to, and conducted with the agreement of, the School's Academy Standards Committee. Further details can be found in the Waterton Academy Trust Behaviour and Exclusions policy.

### **REVIEW OF POLICY**

The school policy on Conduct and Behaviour will be reviewed annually by the school Governors.

## **Our approach to incidents of bullying - Also see the anti-bullying policy**

### Definitions of bullying

'Bullying is longstanding violence, physical or psychological, conducted by an individual or a group against an individual who is not able to defend himself in the actual situation.' (Roland and Munthe 1993)

'Bullying happens when one person or a group tries to upset another person by saying nasty or hurtful things again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them again and again. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again. It may not be bullying when two people of roughly the same strength have a fight or disagreement.' (Mellor 1997)

In line with discrimination laws, any incidents of name calling which are targeted at a child because of race, gender or sexuality will be recorded following LA guidelines.

It is the responsibility of everyone to prevent it happening and with this in mind we have laid down the following guide lines. We will react firmly and promptly where bullying is identified. There are a range of sanctions available to the staff depending on the perceived seriousness of the situation.

Some of these would include:-

- discussions with parents and children.
- withdrawal of favoured activities.
- referral to the Headteacher.
- exclusion from school during lunch time.
- exclusion from school.

Incidents of bullying will be managed swiftly and taken seriously. Our first responsibility is to ensure the victim feels happier and safe in school.

The school will:-

- support children who are being bullied.
- help bullies to change their behaviour.
- take bullying seriously and find out the facts of any incident.
- meet those concerned individually.
- use peer group pressure to actively discourage bullying.
- break up bully groups where it seems necessary.
- involve parents at an early stage.
- help children to develop positive strategies and assertion.
- be equally concerned about bullying to and from school.
- record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- discuss and involve children in agreed class and school rules and behaviour.

### WHAT TO DO ABOUT BULLYING

It is everyone's responsibility to prevent bullying, here are some things you could do:-

Teachers:

- create a positive ethos and expectation of good behaviour from all.
- talk to children about behaviour.
- take notice of all that takes place outside the classroom as well as in it.

- show an interest in all the children (even those who try to remain invisible).
- watch for early signs of distress in pupils.
- do not allow children to enjoy being curious onlookers of other children's difficulties.
- vary the ways in which children are grouped, so that they can understand consistent patterns of collaboration.
- make all children work together in pairs or groups. Use them to teach each other to learn.
- be fair and be seen to be so.
- insist on children telling the truth. Make sure that all facts are checked.
- promote positive praise for good behaviour.
- have a very clear classroom routine. Use the children to help manage the classroom.
- listen carefully and record all incidents.

#### Parents:

- It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of school. Make sure you keep up to date with your child's friendships; you may become aware of disagreements or difficulties they are experiencing.
- Watch for signs of distress in your child. There could be an unwillingness to attend school: illnesses such as headaches and stomach aches. Toys or equipment may go missing and your child may request extra pocket money. There are many reasons why your child may be unsettled at school, bullying is always a possibility.
- If you think that your child is being bullied, inform the school immediately and ask for a meeting with the class teacher or phase leader who will deal with the incident, alternatively, you could contact the headteacher.
- Remember dealing with bullying is everyone's responsibility. Allow the school time to investigate the problem; all reports will be investigated urgently.

#### Children:

If you are being bullied:-

- tell a responsible adult.
- try not to show that you are upset - this is difficult.
- walk with confidence - even if you don't feel that way inside.
- try being assertive.
- say no to the bully.
- if you are different in any way, be proud of it – it's good to be an individual.

You can help stop bullying:-

- don't stand by and watch - find help.
- show that you and your friends disapprove.
- give sympathy and support to children who may be being bullied.
- be careful about teasing or making personal remarks - imagine how you might feel.
- If you know of serious bullying, tell a trusted adult. It's not telling tales, the victim may be too scared or lonely to tell.



## APPENDIX A

### Home School Agreement (revised September 2024)

*'Every child who attends our school can expect, and will receive, an excellent standard of education – one that enables them to shine as individuals, make a positive contribution and reach their full potential.'*

As part of Waterton Academy Trust, Normanton Common Primary Academy is proud to be a friendly, caring school where children feel valued and secure.

**'Working together to Inspire and Achieve.'**

Our enthusiastic and dedicated staff work in partnership with parents, governors and the community, to provide a well-planned and challenging education for all, helping each and every pupil achieve high standards. The children are at the centre of everything planned in school and we look to support their development socially, emotionally and morally as well as academically. As such, we value parents as partners in the education process.

#### Contact details

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Telephone number:  
01924 890576



## Normanton Common Primary Academy

Home School Agreement  
2024.25

#### As a school we will:

- Provide a safe, caring environment
- Treat all fairly and with respect
- Encourage all children to think of others as well as themselves
- Value your child's work and help them improve
- Provide a curriculum that is broad and balanced but personalised to meet individual needs
- Keep you informed about your child's progress
- Set appropriate homework
- Let you know of any concerns we might have
- Encourage independence where possible
- Follow school and Trust policies



#### Home-School Agreement

#### As a pupil I will:

- Attend school regularly, arrive on time, wear the correct school uniform and be ready to learn
- Always listen and try to do my best
- Tell an adult if I am worried or unhappy about something
- Be kind, friendly and helpful
- Respect other people, their feelings and their property
- Make sure I bring the things I need for my school day (reading book, homework, PE kit, wellies etc.)

#### As parents and carers we will:

- Make sure that my child attends school regularly and on time
- Inform the school of any absence and avoid taking holidays in term time
- Make sure my child wears the correct uniform and PE kit
- Treat all staff members with respect
- Take an interest in my child's learning and progress by attending parent's evenings and supporting them with their homework
- Support the school's rules and expectations of behaviour, in school and on-line.
- Comply with school and Trust policies and procedures



## APPENDIX B

### Rewards and Sanctions

Card Colour	Behavioural Choices	Behavioural Impact & Actions	
<b>Good to be GREEN</b>	<p>"It's good to be GREEN"</p> <p>Children begin on GREEN each day and <b>reset</b> after afternoon registration (KS1 morning playtime)</p>	<ul style="list-style-type: none"> <li>• <b>Foundation Stages (Nursery &amp; Reception):</b> "You've been SPOTTED"</li> <li>• <b>Main School (KS1 &amp; KS2):</b> "You've been SPOTTED" (KS1) MERITS (rewards and badges) Sharing successes with other staff/children/home Class points (leading to a whole class reward)</li> <li>• <b>Celebration Assembly:</b> "Star of the week" MERIT badge celebration</li> <li>• <b>Half Termly:</b> Children's Choice: "Star of the week"</li> </ul>	
<b>Warning</b>	<b>KS1: Stop and Think - Verbal reminder to make green choices and a STOP and THINK Card on the table</b>		
	<p><b>1<sup>st</sup> Amber</b> Issue an amber card (portrait)</p> <p><b>2<sup>nd</sup> Amber</b> Turn amber card to landscape</p>	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Failure to comply with adult directions</li> <li>• Inappropriate behaviour that stops learning</li> <li>• Name calling</li> <li>• Play fighting</li> <li>• Hurting others</li> <li>• Damaging resources</li> </ul>	<p><b>Within Class Setting:</b></p> <ul style="list-style-type: none"> <li>• Time out</li> <li>• Move seats</li> <li>• Reminders</li> <li>• Issues</li> <li>• Teacher uses '3 steps to positive behaviour management' structure</li> <li>• Warning of red card and consequences (2<sup>nd</sup> Amber)</li> <li>• Missed playtime minutes to make up for loss of learning time</li> </ul>
<b>Consequence</b>	<p><b>RED Card</b></p> <p><b>Behaviour logged by Class Teacher at the end of the day on CPOMS</b></p>	<ul style="list-style-type: none"> <li>• Continued failure to comply with adult directions</li> <li>• Defiant behaviour and refusal</li> <li>• Leaving without permission</li> <li>• Inappropriate language</li> <li>• Fighting</li> <li>• Aggressive behaviour</li> <li>• Bullying (including Cyber Bullying)</li> </ul>	<ul style="list-style-type: none"> <li>• Missed playtime/lunchtime</li> <li>• (owed during morning playtime or the following morning playtime if RED Card received during the afternoon)</li> <li>• Child to complete 'Behaviour Reflection Sheet' with teacher</li> <li>• On the day text message home to parents – request to meet class teacher at the end of the day</li> <li>• Teacher shares concerns/reflection sheet with parent</li> <li>• Parent made aware that the behaviour will be logged</li> </ul>
	<p>Continued red cards (escalation)</p> <p><b>Behaviour logged by Class Teacher and/or Pastoral Team at the end of the day on CPOMS</b></p>	<ul style="list-style-type: none"> <li>• Stealing</li> <li>• Racism</li> <li>• Homophobia</li> <li>• Other equality incidents (Forms to be completed by SLT)</li> </ul>	<ul style="list-style-type: none"> <li>• Sent to phase leader with work</li> <li>• If required sent to Deputy Head with work</li> <li>• "Loss of Learning time"</li> <li>• Text message home – parents to see Phase Leader or Deputy Headteacher and Classteacher</li> </ul>

	<p>Continued red cards (escalation)</p> <p><b>Behaviour logged by Senior Leader at the end of the day on CPOMS</b></p>		<ul style="list-style-type: none"> <li>Meeting with Head Teacher to discuss ongoing behaviour concerns and next steps</li> </ul> <p><b>If behaviour continues:</b> Internal exclusion will be considered</p>
	<p>For the severest behaviour a Fixed Term Exclusion may be issued following the process and guidance detailed in Waterton Academy Trust Behaviour and Exclusions policy</p>		



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