

Norbreck Primary Academy



BEHAVIOUR POLICY

Whatever we do, we do it well

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Whatever we do, we do it well



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Introduction & Aims

At Norbreck Primary Academy we believe that positive behaviour is essential for effective learning and teaching. We also believe that children and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable rules and expectations of behaviour, which are based on respect for each individual in our community and their individual needs. Our school places self-discipline and a real sense of justice at the core. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

We pride ourselves in being a caring community, whose values are built on traditional values, mutual trust and respect for all. This behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school, and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline.

It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

Aims

This policy exists to provide a framework for supporting the aims of Norbreck Primary Academy and ensuring the happiness and learning of every individual in our community. It will do this through:

- encouraging a calm, purposeful and happy atmosphere within school;
- helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others;
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- help to develop children's resilience;
- a consistent approach to behaviour throughout the school with parental cooperation and involvement;
- helping our children develop appropriate self-esteem;
- encouraging our pupils to co-operate with one another and with the adults in school;
- help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded;
- help working alongside parents to encourage our children to develop socially, academically and morally in preparation for a positive role in society;
- ensure that everyone is clear about their role when managing a child's behaviour;

- make the children aware of unacceptable behaviour;
- allow all children equal opportunities to learn;
- allow all adults in school equal opportunities to fulfil their role;
- reward and encourage positive behaviour;
- use sanctions where appropriate in accordance with this policy;
- to develop skills necessary to resolve conflict and differences of opinion with sensitivity.

School Rules and Expectations

School Rules

- Whatever we do, we do it well.
- We have a positive attitude.
- We treat everyone and everything with respect.
- We take pride in our appearance.
- We move around safely inside and out.

These rules are underpinned by our expectations:

Expectations

- We walk quietly around school.
- We hold doors open for adults to walk through.
- We address teachers by their name.
- We are kind, friendly and caring towards each other.
- We tell the truth and are honest and fair.
- We wear full school uniform and always look smart.
- We line up quietly.
- We have quiet indoor voices.
- We bring the correct equipment to school and always do our homework.
- We look after the school building and all equipment.

Mission Statement

We endeavour to uphold our mission statement:

“Whatever we do, we do it well.”

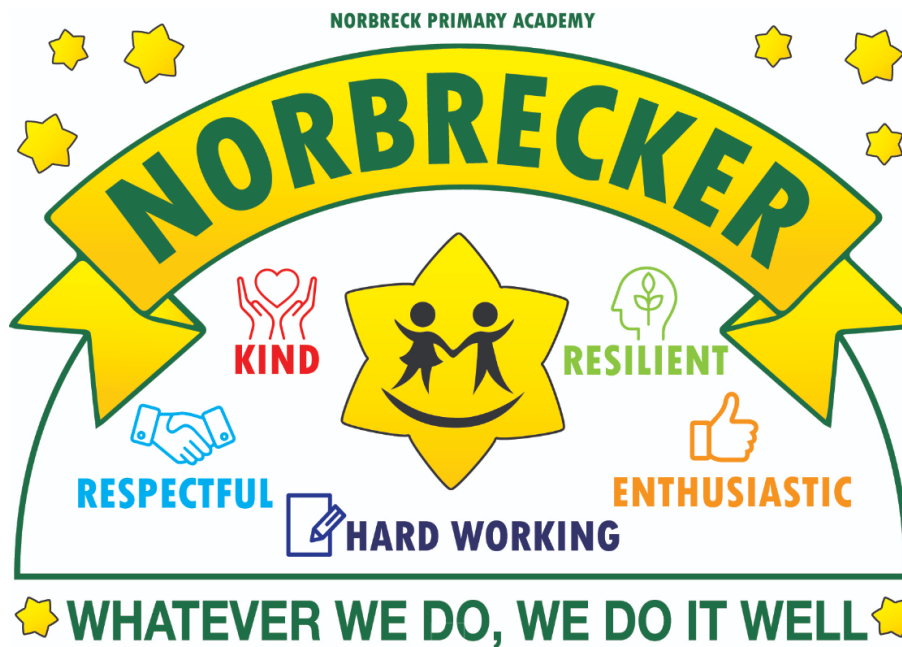
Core Values

The school councillors and staff have developed a set of five core values which epitomize what it means to be a role model here at our school, or as we say, 'Norbreckers'. The core values are consistently referenced to during the school day and are used to celebrate children who have demonstrated these qualities.

The Core Values are:

Being...

- Respectful
- Kind
- Hardworking
- Enthusiastic
- Resilient



Classroom Organisation

Golden Rules

At the start of every academic year, each class should collectively devise their own 'Golden Rules'. These should be displayed in the classroom and should always be written in a positive way e.g.

- We will be kind.
- We will be honest.
- We will be gentle.
- We will be good friends.
- We will listen to each other.
- We will respect each other.

Within the class, children will be rewarded for following the rules with praise, stickers or any incentive which the teacher may wish to use as well as the use of Dojos (see School Reward and Incentive section).

Children who break the rules will be encouraged to improve but there will be sanctions too.

The establishment of an effective learning environment is essential. The way the room is set-up and organised will enable the children to follow the class rules and become independent learners.

Children should also be given a range of responsibilities within class e.g. taking the register, table monitors, fruit monitors etc.



School Rewards & Incentives



Weekly Winning Class



Class Term Winner

At Norbreck, we use 'ClassDojo' as a whole school reward system. This is an online, interactive App and website which is used to record children's successes.

Children can receive a Dojo for behaviour, personal or academic success.

No more than 3 Dojos can be given for any one piece of work/ behaviour/ achievement at any time. If a child receives 1 Dojo that should be deemed as a 'good' leaving being rewarded 2 and 3 Dojos for rare and very special, outstanding achievements.

We do not use the pre-formatted options for points ClassDojo provides such as 'Team Work' or 'On Task' but we use the editing facility in the settings to form our own three options of: 1 Dojo, 2 Dojos and 3 Dojos.

We do not use 'negative' Dojos and we do not deduct dojos from a child's total.

Every week, the Head Girl and Boy and their Deputies, will collect each class' overall Dojo total which is visible in the top left of the Dojo home screen. They will use the data and input it into a graph ready to be revealed in the Celebrations assembly. They will calculate the average so that it makes the system fair. The class with the most amount of Dojos for that week will receive a certificate which they can display in their classroom.

At the end of the half term, the winning class with the most amount of Dojos will receive a whole class reward and a certificate to be displayed in the classroom. In addition to this, each child in the class will take a certificate home. It will have their class name typed on but not the child's name.

The reward for the winning class could be a DVD session or a drink and biscuit or a games session or something similar. A class vote could be carried out for suggestions but if there are any ideas which go against the 'norm' please check with the Headteacher.

Individual



Every 50 Dojo Certificate

Every time a child earns 50 Dojos, they will receive a certificate. These are kept in the Behaviour and Dojos file within the Staff Shared drive. Teachers should edit the certificate to indicate the number of Dojos collected at 50 intervals.

Children will be aiming to achieve 50 Dojos per half term- 100 for a complete term.

Every time a child receives 50 Dojos they will be able to 'Spin the Wheel'
<https://www.classtools.net/random-name-picker/> to select a reward.

It is completely up to the class teacher to decide how many segments and what rewards could be given to each segment.

Some ideas are:

- a prize from your prize box
- to be allowed to sit next to a friend for the week
- sit on the teacher's chair
- iPad time
- to be allowed to choose their own Dojo avatar
- a mystery/ lucky dip
- child's choice
- a drink and biscuit
- to be allowed special and priority use of equipment at playtime
- to be allowed to bring in their own pencil case/ pen pot
- to be treated like a king or queen for the day!

Ask the class to think of suggestions and then perhaps change them every full term but always show the children what the incentives are.

Every classroom should have a ClassDojo display in order to raise children's aspirations and remind them of ways to achieve them.

Assemblies- Celebrations



Celebrations Assembly takes place at the end of each week.

One deserving child from each class is selected by each class teacher to go to the front of the hall. The teacher shares the reasons for choosing these children with the school and children receive a Celebration certificate to mark the occasion. If possible all children should be mentioned for some achievement throughout the year. Teachers should keep a record of which children have been celebrated to help with this decision.

Assemblies- Special Celebrations



The final Celebrations Assembly each half term is 'Special Celebrations Assembly'. Teachers are asked to select two children that they consider have made a considerable and consistent contribution to their class in some way. Children selected for this assembly are presented with a Norbreck bookmark and certificate. Each Year Group have a coloured theme for the bookmarks. The aim is for children to collect all 'themes' of bookmarks throughout their time at Norbreck.

To add to the importance of the occasion, parents are invited to the assembly and children are celebrated in the school's weekly newsletter.

A record of children who have been awarded Special Celebrations is used to ensure that all children receive the award at some point in their journey throughout school.

Attendance and Punctuality



Each week, classes which have achieved the best attendance and best punctuality receive a certificate to display in their classrooms. These certificates are given out during Celebrations assembly.

Welcome to Norbreck Certificate



At Norbreck we aim to make new starters feel quickly part of the Norbreck family ethos we have created. Teachers present a 'Welcome to Norbreck' certificate during a Celebrations Assembly, the week after the child has started.

Award Ceremony (Roll of Honour)

During the Summer Term, we hold our Awards Ceremony which celebrates children who have made outstanding progress and achievement.

In consultation with class teachers and the Senior Leadership Team, children are chosen to be awarded one of the following achievements for their Year Group:

- Musician of the Year
- Sports Person of the Year
- Creative Artist of the Year
- and the prestigious title of 'Pupil of the Year'.
- We also acknowledge a 'Friend of the Year' achievement which is voted anonymously by the children in each year group.

Children chosen for these awards are taken from across an entire year group. Children are chosen for these awards irrespective of which class they are in, their gender or if they have been chosen previously for other awards.

Prior to the service, parents of the children receiving awards, are contacted by the Deputy Headteacher to invite them to the ceremony and the afternoon tea celebrations afterwards. Parents are asked to keep the news secret and not reveal this to their child so that it is a surprise on the day.

Children who have been celebrated receive a special medal, certificate and their name will be placed on the school's 'Roll of Honour'.



School Responsibilities

The Junior Leadership Team & Prefects

At Norbreck, we have developed a Junior Leadership Team. This consists of a Head Girl and Boy, Deputy Head Girl and Boy, Senior Prefects and Prefects.

In the Summer Term, Year 5 children are invited to apply for these prestigious positions. Applications are shortlisted by the Senior Leadership Team and interviews of the shortlisted candidates follow.

The number of Senior Prefects and Prefects may vary year on year depending on the quality of the candidate's applications and interviews.

Children wishing to become a Year 6 Prefect must complete an application in the Summer Term in Year 5. These children will be shortlisted based on consultation between staff and the Senior Leadership Team.

The Head Girl and Head Boy will play an important role within school life. They will be the 'face' of Norbreck and will be present at events and special occasions, delivering speeches, taking tours and undertaking important tasks around school.

The Head Girl and Boy, their Deputies and the Senior Prefects will form, 'The Junior Leadership Team'. Children will meet at regular intervals throughout the year to discuss and be involved with school decisions and issues. They will support The Senior Leadership Team.

School Council & Eco- School Council

During the school year, children may nominate themselves to be their class' representative for the School Class & Eco Councillor in the Autumn Term.

Children who have been Class or Eco-Councillors previously, cannot re-apply for the position again.

Children must present a speech to their class, explaining the reasons why they should be elected as the next councillor. Children may produce posters and leaflets to support their campaign.

After all candidates speeches, each class member will vote for one candidate anonymously on a polling card and place this inside their class' ballot box. The class teacher then will count the votes privately and record the name of the winning candidate on a piece of paper in their class' ballot box. Class teachers should bring their box to the Assembly where the Head/ Deputy/ Assistant Head Teacher leading the ceremony, will reveal the newly appointed candidate.

Children receive a badge to wear to mark their service as a councillor.

School and Eco- School Councillors meet at least once a half- term with the lead Teacher to discuss ideas around fundraising, improving routines and systems in school and, for the Eco- Councillors, ways in which to meet the criteria to achieve Green Flag Status.

Anti- Bullying Ambassadors

In November each year, children in Key Stage 2 can apply to become an Anti- Bullying Ambassador (ABA).

Children's applications will be shortlisted by the Assistant Headteacher and with the help of teachers and the current Anti-Bullying Ambassadors.

Newly appointed Anti-Bullying Ambassadors attend the National Training Day organised by The Diana Award where possible. During this event, they receive their official Anti-Bullying Ambassador badge.

The ABA wear blue high- vis jackets to help children identify them on the playground during breaks and lunchtime. Children in school know that these children are trained to help mediate and resolve conflict in the first instance.

Children attend half-termly meetings and complete work on the Anti-Bullying Action Plan. Please see the Anti-Bullying Policy.

Special Occasions

Throughout the school year, the Junior Leadership Team, prefects, councillors and children from year groups will be invited to support special school events and act as representatives. These events may include, Open Evenings, Reception Induction meetings for parents.

Sporting Teams and Choir

At Norbreck, we consider representing school a great responsibility and an honour. The children chosen to represent school through sporting events or choir, will have worked hard to develop their sporting and musical skills as well as displaying excellent conduct in each aspect of their school life so that they will embody the school motto - 'Whatever we do, we do it well.' All children representing Norbreck, will have shown commitment to team practise, academic effort and excellent behaviour in and around school. Children who fall short of meeting the high standards in those three areas may be deselected from representing Norbreck until such a time that they return their standards to meet ours. Unacceptable behaviour or unsporting conduct during a team situation, may result in a longer spell of time where a child shall not represent school in external competitions. We adhere to these simple rules as we believe that good conduct is of equal importance to being victorious in any competition.

Art Gallery

The Norbreck Art Gallery is an area in school to celebrate children's successes and outstanding achievement in art. Teachers select pieces of work of excellent standard for this to be displayed for the whole school community to see. Children who have their pieces of art displayed, will also have their name published in the weekly newsletter.

School Website, Social Media and Online Journals

The school website and the school's Facebook page are used as platforms to share aspects of life at Norbreck. The online learning journey we use in school is called Seesaw. It allows children and staff to share with parents the successes and achievements of their child.

Termly Celebrations

Parents are welcome to share any special awards their child has achieved outside of school. Information must be sent to the school office. The names and awards given to the children will be recognised on our Termly Celebrations newsletter.



Curriculum

Each week children participate in discrete PSHE (Personal, Social, Health Education) lessons which is part of the National Curriculum for schools. It is a programme through which pupils develop the qualities, knowledge and understanding they need to flourish as individuals, family members and members of society at large. It aims to help them make informed decisions and boost their self-esteem. In addition, we provide opportunities for children's, Spiritual, Moral, Social and Cultural awareness to be developed. We believe that this is crucial for children and it is crucial for society as a whole. We believe that it is the heart of what education is all about – helping children grow and develop as people. It is part of our day- to-day life in school and the core of everything that we do.

Mindfulness

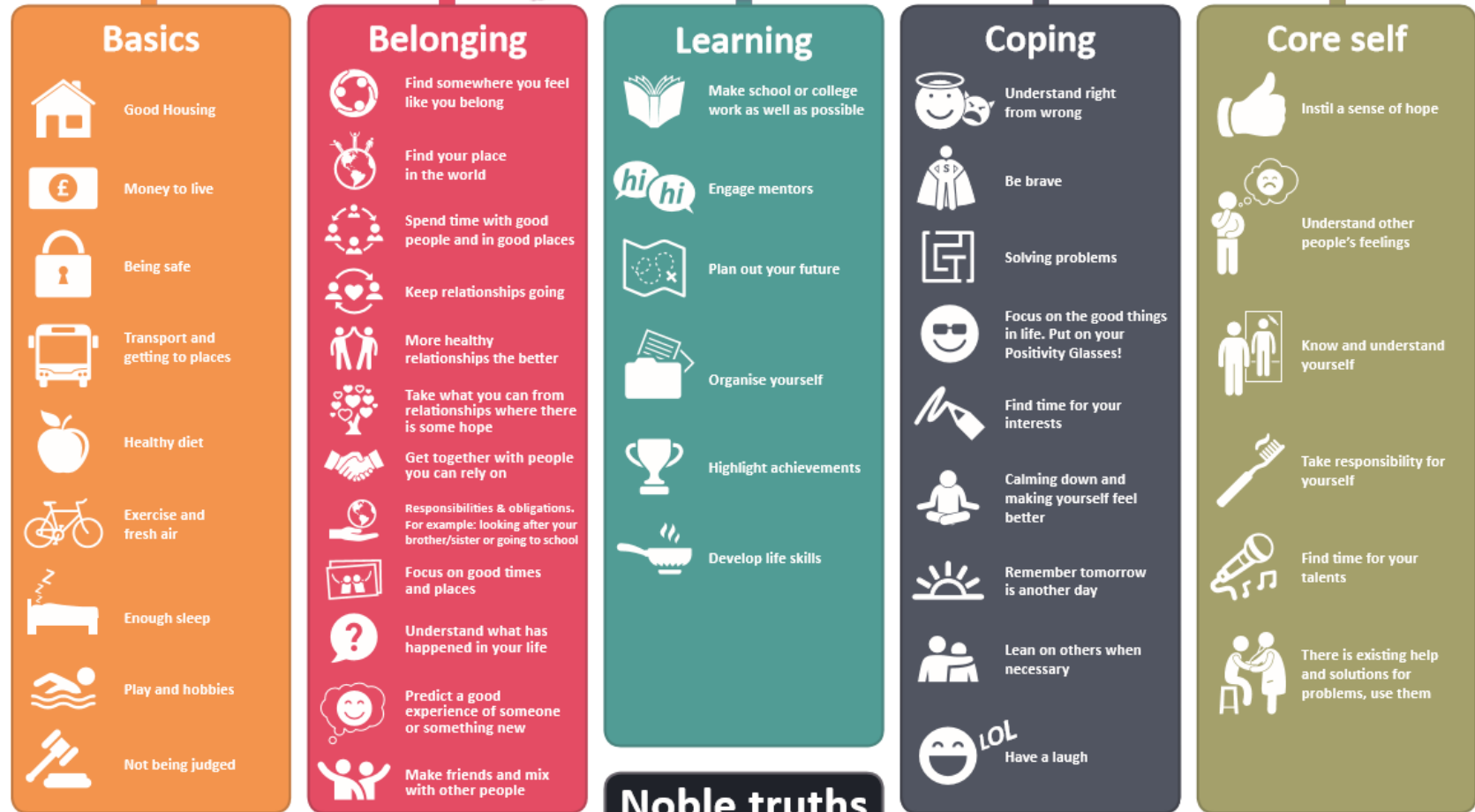
Three times a week, directly after lunch, mindfulness is delivered by the class teacher to every class from Reception through to Year Six. Mindfulness is a way of training the mind to be present. It is a secular meditative practice, which involves paying attention to what is happening as it happens, and doing so with an attitude of kindness, acceptance, and non-judgment. As such, cultivating mindfulness results in greater self-awareness, and enables us to become more joyful, more empathic, and more resilient. We can learn to respond with greater wisdom and flexibility to difficult emotions and experiences, and learn to live with greater happiness and vitality.

In order to train the mind, 'students' of mindfulness begin by focusing their attention on one object, most often the sensations of breathing. Naturally the mind will wander, becoming distracted by thoughts, sounds, and emotions etc. The practice involves training our attention again and again to come back to the present moment. Gradually, the mind will become quieter and more concentrated, and children will be able to maintain present-moment awareness for longer periods of time. This non-judgmental awareness is the foundation of emotional intelligence, healthy social relationships, and sound mental health.

Academic Resilience Approach (ARA)

At Norbreck we understand the importance of mental health and well-being and know that this is a key factor for a child to be happy, healthy and successful. We embrace the Academic Resilient Approach and use the model to help the children and community to develop their personal resilience by using and utilising resilient moves. It is our ethos and culture in school and our work embraces this modelled approach which in turn improves children's behaviour and attitudes.

RESILIENCE FRAMEWORK



Noble truths



Adapted from Hart & Blincow with Thomas 2007 www.boingboing.org.uk. Co-designed with Marton Primary's Resilience Committee



Lunch & Break Times

Playtime behaviour

Playtimes are a great opportunity for children to play, learn and develop their imagination and social skills. Playgrounds can become hectic and busy and it is our aim that our playground is well organised and everyone feels happy and safe. We want all children to be able to enjoy their relaxation and recreation time. Children are encouraged to have fun and active playtimes.

At Norbreck Primary Academy:

- each child socialises at play time;
- each child is happy and safe during play time;
- each child exercises during play time.

All children must follow the school rules during playtime and take responsibility for their own safety and the safety of those around them. All children should follow the direction of staff and play leaders to make sure that the equipment is cared for and used appropriately.

Play Leaders

The Play Leaders are responsible for making sure all the children are playing appropriately and positively together. If children are not engaging in an activity, Play Leaders can redirect children to an alternative activity. Play leaders also show children how to use the equipment appropriately and demonstrate games and activities. They provide support and encouragement for children who may otherwise feel lonely, vulnerable or upset in the playground.

Playground Activity Leaders (PALs)

P.A.L.S. is a peer-led playground leadership program that encourages all children to participate in activities regardless of their gender, size, or ability.

PALS aim to:

- increase physical activity on the playground;
- decrease conflict and reducing playground bullying;
- provide leadership opportunities.

At the start of Year 5, children may apply to become a Playground Activity Leader (PAL). Applications are shortlisted with the Play Leaders and the Deputy Headteacher.

Children who have regular commitments in extra-curricular clubs at lunchtime, such as Choir, cannot apply.

At the beginning of Year 5, appointed PALs will receive training. They will explore leadership and develop their own leadership qualities. They will be trained to deliver playground games to younger children in school.

PALs will operate on a rota timetable to ensure children do not sacrifice all of their own time.

Reception Buddy

At the beginning of Year 6, children are invited to apply for a position of 'Reception Buddy'. Applications are shortlisted with the Year 6 Class Teachers and the Deputy Headteacher.

Children who have regular commitments in extra-curricular clubs at lunchtime, cannot apply.

Wet play

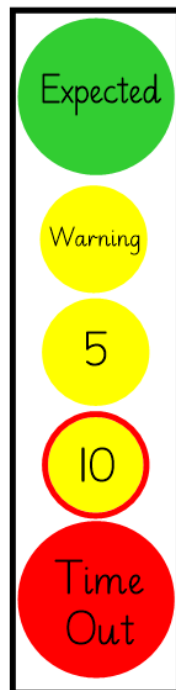
Each class has a wide selection of games stored in their class' wet play box. Children may use these games during wet play. The school councillors are responsible for distributing the games and ensuring they are returned in good condition.



School Sanctions

At Norbreck we use a Traffic Light behaviour system to ensure a consistent and fair approach to expected behaviour and consequences. The way in which the traffic light system is represented, varies between class and Key Stage. This decision lies with the teacher but the fundamental system must be carried out the same (with the exception of Reception- see below).

The typical traffic light representative model:



All children will have their names displayed on 'Green' at expected level at the start of a new day and at the start of every lesson. Children should be reminded that Green behaviour is demonstration of good manners, good listening, appropriate participation, excellent effort and so on.

Children who are not demonstrating these positive and expected behaviours will initially be given a staged approach of a stern look, the child's name being said and a quiet word 1-1 with the child. If the child continues to demonstrate disruptive or poor behaviour then the teacher will move the child's name to the first Amber. This is classed as the warning. Children at this point are in the position for their name to either return to Green (if the teacher feels the child has corrected their inappropriate behaviour) or if they persist, their name moves onto Amber 5. This means children will lose five minutes of their playtime supervised by their class teacher. Children cannot return to Green until the end of the lesson. If their behaviour continues to be inappropriate and disruptive, the teacher will continue to move their name through the traffic lights. The next being Amber-10 minutes leading to ultimately Red- all playtime lost. Children missing their playtimes are either asked to walk around with a member of staff on duty or to stay in their classroom supervised by a member of staff.

Red should be seen as something very serious and teachers should ensure that this message is reinforced.

There may be times after a child's name has been placed on Red, that the teacher will ask the child to leave their class to go to another classroom for a short period of time if their behaviour is still disrupting teaching and learning. This will provide the child with the opportunity to reflect on their behaviour and provide time for them to calm down. The host class teacher must not punish the child but merely ask the child to sit in a spare seat and encourage them to reflect on what they have done and how they can improve the situation. After the agreed period of time, the child should return to their class with an apology to their host class teacher for disrupting their teaching and then an apology to their own class teacher.

In some cases, if the child's behaviour is continuing to disrupt teaching and learning, the Deputy Headteacher or other member of the Pastoral Team may be called to withdraw children.

It is important that every lesson is a new chance to do well. All children's names are returned to Green at the end of every lesson so that children know that they have another opportunity to make good choices.

There are times when sanctions may be changed depending on the severity of the situation. For example, children who bully others should always be referred to the Headteacher, Deputy and Assistant Headteacher.

Children who swear at or who physically attack adults may face fixed term exclusion.

Level 1	Level 2	Level 3
Interrupting teacher	Arguing back (repeatedly)	Vicious kicking
Attention seeking	Rudeness	Dangerous refusal
Avoiding work/wasting time	Hindering others (habitually)	Lying
Being noisy	Fighting	Biting (serious bodily harm)
Name calling	Arguing with others	Verbal abuse/ swearing at staff
Arguing back (mild)	Kicking	Physical abuse of staff
Mean and rude comments through one-off teasing	Spitting	Extortion
Pushing in a line	Lying	Possession of a weapon
Spoiling other children's games	Biting	
Running indoors	Using swear words	
Cheekiness		
Play fighting		
Being uncooperative		

Parent Partnership and Risk of Exclusion Meetings

If a child's behaviour is showing a worrying and negative trend, in the first instance, the class teacher should make contact with the child's parents or guardians in order for these worries to be shared and to ensure there is a good home- school communication to support the child.

Risk of Exclusion meetings are set up in response to behaviour which is continuing to show a worrying and negative trend despite initial support. Our school's online logging system is used to collate evidence to support the need for these meetings.

Fixed and Permanent Exclusions

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

A decision to exclude a child, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted. Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the Senior Leadership Team (particularly if they were involved in investigating the incident).

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies
- A number of incidents in breach of the school rules over a period of time, forming a cumulative decision for exclusion;
- Serious risk of harm to the education or welfare of the child or others in the school.

This can either be a very serious incident or the repetition of serious incidents.

Types of Exclusion

Internal Exclusion

Internal exclusion is when a child is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom usually with the Assistant Headteacher or a member of the Pastoral Team.

An internal exclusion is a discretionary measure, where a child's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. 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 a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the learning mentor etc.)

Temporary / Fixed-Term exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent Exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and one which can only be made by the Headteacher.

Length of Exclusion

The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Physical restraint

Physical restraint occurs when a member of staff uses intentional force to restrict a child's movements against his or her will. Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and where the aim is to assist him or her to take part appropriately in activities. Physical restraint is a non-punitive measure and solely used to prevent harm to people or property. Physical restraint is one of many possible options and should be used as a last resort. It must not be used as a form of punishment. It must not be used when a less severe response might have been effective.

Physical restraint use

At Norbreck Primary Academy, only members of staff trained in the use of 'TeamTeach' (Positive Handling) techniques use physical restraint when there are good grounds for believing that:

- the child is placing him/herself in immediate danger, or
- the child is placing other people in immediate danger, or
- there is imminent danger of significant damage to property,
- the child is behaving in a way that is compromising good order and discipline and other attempts to control the child's behaviour have failed or are judged inappropriate.

However, if a trained member of staff of Positive Handling is not present and a child is at risk of harm or danger to themselves or others, staff would be expected to intervene.

Alternatives

Staff will use their professional judgements as to whether an alternative course of action would avoid the risks of harm to people or property described above. Amongst those alternatives are:

- talking calmly to the child;
- changing the activity the child is doing;
- removing an antagonistic influence;
- assertive body language;
- ignoring the behaviour.

Every incident involving actual physical restraint must be recorded on Safeguard and in the school's restraining log.



Reporting incidents

At Norbreck Primary Academy, we use an electronic reporting system called Safeguard to record behaviour and safeguarding issues. A full chronology of events are stored against any concerns raised and reports can be generated.

Staff are trained to use the system and have their own personal logons. Members of staff record incidents of concern on the system which designated members of staff are alerted to immediately via an email notification. Safeguarding concerns are acted upon immediately and staff must first communicate their concerns to the Designated Safeguard Lead (DSL-Deputy Headteacher).

The SLT and Pastoral Team review and monitor the entries and decide courses of action should there be a need to.

This effective and systematic approach, allows careful monitoring of children's behaviour and identifies any problems at the earliest opportunity by the Pastoral Team so that support can be put into place and home-school links established successfully.



Anti- Bullying

We are committed to providing a caring, friendly and safe environment for all of our children in our care so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. We call this being an 'Upstander' to bullying.

What is bullying?

At Norbreck we work hard to ensure pupils, parents and staff know what bullying is. Bullying is when someone says or does something *intentionally* hurtful and they *keep doing it* even when you tell them to stop or show them you're upset over a period of time.

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- the size of the individual;
- the strength of the individual;
- the numbers or group size involved;
- anonymity through the use of online bullying, using email, social networking sites, texts, gaming apps etc.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is not when someone says or does something *unintentionally* hurtful and they do it once. That is RUDE.

Bullying is not when someone says or does something *intentionally* hurtful and they do it once. That is MEAN.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical pushing, kicking, hitting, punching or any use of violence;
- Racist racial taunts, graffiti, gestures;
- Sexual unwanted physical contact or sexually abusive comments;
- Homophobic because of, or focusing on the issue of sexuality;
- Verbal name-calling, sarcasm, spreading rumours, teasing;
- Online All areas of internet, such as email & social media, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.

- Indirect When someone undermines another's reputation through rumors or other gossip within their social group. Examples of this can include: excluding someone from an activity, conversation or other group setting; mocking someone for something about their appearance or personality and gossiping about another person in a malicious manner.

Procedures

All staff will respond calmly and consistently to all allegations and incidents of bullying at Norbreck Academy. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. This will involve intervention from the school's Pastoral Team who will work with the children involved, their parents and staff whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- 1) Report all bullying allegations and incidents to staff.
- 2) Staff will make sure the victim(s) is and feels safe.
- 3) Appropriate advice will be given to help the victim(s).
- 4) Staff will listen and speak to all children involved about the incident separately.
- 5) The problem will be identified and possible solutions suggested.
- 6) Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
- 7) Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- 8) Staff will reinforce to the bully that their behaviour is unacceptable.
- 9) The bully or bullies may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied.
- 10) If possible, the pupils will be reconciled.
- 11) An attempt will be made, and support given, to help the bully or bullies understand and change his/her/their behaviour.
- 12) All cases of bullying will be recorded on the school's online system, 'Safeguard Software'.
- 13) In serious cases, parents will be informed and will be invited to come into school for a meeting to discuss the problem.
- 14) After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 15) Bullying incidents will be discussed and monitored regularly at Pastoral Meetings.
- 16) The number of bullying incidents are recorded and reported to the Local Authority annually.

Outcomes

- The bully or bullies may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, in- school exclusion or fixed or permanent exclusion will be considered.
- If possible, the pupils will be reconciled.
- After the incident/s have been investigated and dealt with, each case will be monitored by the Pastoral Team and other staff members to ensure repeated bullying does not take place. Support will be given to the child/ren involved including restorative work with the bully/bullies.

In addition, The Anti-Bullying Ambassadors outlined some suggested sanctions:

- apologise to the victim(s) verbally or in writing;
- lose privileges;
- lose playtimes;
- spend playtimes and lunchtimes with the Assistant/ Deputy/ Headteacher;
- be removed from class and work in isolation;
- be withdrawn from participation in school visits, clubs and events not essential to the curriculum.

Strategies for the prevention and reduction of bullying

The ethos and working philosophy of Norbreck Primary Academy means that all staff actively encourage children to have respect for each other and for other people's property. Good manners, politeness and kind, considerate behaviour is acknowledged and rewarded.

Staff regularly discuss bullying as part of day-to-day discussions and PSHE lessons. This will inform children that we are serious about dealing with bullying. This will lead to open conversations and help to increase children's confidence to discuss bullying should they need to report any incidents and concerns about other children's behaviour.

Whole school initiatives and proactive teaching strategies are used throughout our school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

Some of which include:

- the availability of the Pastoral Team during the school day for children to talk to and where support can be provided;
- the Pastoral Team provide structured sessions to help children who have low esteem and confidence through the use of nurture groups. Other groups or 1-1 sessions are delivered to help children with anger management issues, difficulties with forming and maintaining friendships etc.
- regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy;
- a 'child speak' version of the policy for children and display this around the school environment;
- National Anti-Bullying week, Odd Socks Day and Kindness Day, are high profile events each year;
- Awareness raising through regular anti-bullying assemblies;
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 is used to support this policy;
- circle time on bullying issues;
- our Anti-Bullying Ambassadors are visual around school to help;
- Anti-Bullying Ambassadors attend training and The National Anti-Bullying Conference provided by The Diana Award.
- Information is available to parents via the school website explaining school services and additional help available;
- sessions by Coram use drama activities and role-play to help children be more assertive and teaches them strategies to help them deal with bullying situations;
- anti-bullying displays around school, showcase some of the work year groups have produced;
- anti-bullying displays are put in prominent areas of the school;

- 'Worry' boxes are available in each classroom where children can write and post their concerns and ideas;
- playground improvements and initiatives- a structured timetable full of activities to engage children;
- Year 5 PALSs and Year 6 Buddy's help children to develop their leadership skills and promote positive relationships amongst children;
- the whole school community to model appropriate behaviour towards one another;
- regular anti-bullying training is provided for all staff;
- information leaflets are produced for parents to show and explain information about anti- bullying and what we do in school to promote awareness;
- an ethos where inappropriate behaviour and language is always challenged. It is the responsibility of everyone to challenge it;
- a whole school consistent approach to logging incidents online using 'Safeguard Software';
- Pastoral meetings to monitor incidents.



The role of the Pastoral Team

At Norbreck we value highly the importance of children's mental health and well-being. Staff within our team help families and children through times of difficulty such as bereavement, separation and illness. We work in close partnership with specialist agencies and outside school support services.

Aims

Our aim is to identify any concerns or issues at the earliest possible opportunity and remove any barriers to learning which may be preventing some children from reaching their full potential.

The team pride itself in building positive and supportive relationships with families and children. They respond as quickly as possible to any issues and ensure that difficulties are discussed and resolved in the best possible way.

Areas of support

In school, we are able to support children with social, emotional and behavioural problems in a small group or 1-1 setting, carrying out carefully organised activities to meet their needs to overcome any barriers or obstacles in their learning.

The Pastoral Team at Norbreck Academy commonly offers help and support in the following areas:

- managing feelings with bereavement or loss;
- separation;
- dealing with family members who have illness;
- young carers support;
- forming and maintaining friendships;
- building resilience;
- helping with anger management;
- self- esteem and confidence building;
- managing transition.

Referrals to the Pastoral Team

For any child causing concern, referrals for support and intervention can be made by the Pastoral Team, classroom teachers, parents/ carers, support staff and the children themselves through a self- referral process. Our PSHE policy states that all children at some point within their schooling with us, might receive some form of support from the Pastoral Team.

How parents/ guardians contact the Pastoral Team

The Pastoral Team is the responsibility of the Assistant Headteacher who oversees all staff working in this context with children in our school. The first point of contact should be the child's class teacher.



The role of the SENCO

The partnership between the SENCO and the Pastoral Team is paramount to ensure children's individual needs are supported. Children identified as having Special Educational Needs (SEN) may be referred to by the SENCO to the Deputy Headteacher and Pastoral Team to provide support for children around behaviour, self-confidence or other mental health and well-being needs.

The Deputy Headteacher will liaise with the Blackpool Inclusion Team's SEMH (Social, Emotional, Mental Health) Consultant when further advice and support is needed.

Where a child's behaviour is identified as being a specific Special Need, the SENCO will:

- provide regular feedback and training for colleagues in a way which recognises good practice and keeps staff up-to-date with latest research and strategies resulting in a tangible impact on children's learning and behaviour;
- ensure teaching staff use support assistants effectively to meet the needs of all children as well as those identified as having special needs;
- oversee and evaluate the SEN allocation to ensure the budget is spent in-line with the SEN learning priorities and best value principles;
- work with and train teachers in order to bring about the best of teaching and learning for children with SEN;
- oversee the work of support staff when they are contributing to the teaching and learning of children with SEN.



Staff Support

It is important that all staff should share bad days in a culture of openness and honesty. Teachers who spend every day with children with behavioural difficulties need the support and encouragement of everyone.

We need to fully appreciate that we are a good team and we must all recognise each other's strengths.

Staff are also encouraged to embrace the Academic Resilient Framework and utilise the resilient moves.

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP	
		Tap into good influences	Solving problems		Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going	Map out career or life plan		
	Access & transport	The more healthy relationships the better		Help the child/YP to organise her/himself	Fostering their interests
		Take what you can from relationships where there is some hope	Calming down & self-soothing		
	Healthy diet	Get together people the child/YP can count on	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Exercise and fresh air	Responsibilities & obligations		Develop life skills	
		Enough sleep	Focus on good times and places		Have a laugh
	Play & leisure	Make sense of where child/YP has come from	Predict a good experience of someone or something new		
Being free from prejudice & discrimination		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

This Behaviour Policy should be read in conjunction with the following policies:

- Anti- Bullying Policy;
- PSHE & SRE Policy;
- Year Group Charters;
- Home- School Agreement;
- Physical Restraining Policy.