



**Policy for Behaviour**  
**Revised November 2018**

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<b>Method of Communication</b> Website, letter, dojo story/message.			

**The aims of this policy:**

The aim of this policy is to outline how staff and pupils at Northstead School work towards consistently outstanding behaviour. We celebrate success and reinforce positive behaviour constantly through a wide repertoire of strategies. Children are praised for being good role models and encouraged to take responsibility for their own actions. Staff give high value to children making the right decisions and working hard and these qualities are consistently praised and valued in our school.

All staff take every opportunity to promote positives and catch our children 'doing the right thing'.

## The Three Northstead CP School Rules

- Follow instructions.
- Keep hands, feet and objects to yourself.
- Use positive language and actions.



## **What we expect behaviour to look like at Northstead School from adults and children**

### **– Conduct behaviour**

- Quickly following a request or instruction from any adult in school (including MSAs, TAs, teachers, office staff, cleaners, etc.)
- Moving quietly and safely around school
- Kind and respectful language and behaviour towards other people and their property
- Consistently following the school rules (in the classroom / corridors / playground / assembly)
- Leaving the school building in calm manner and upholding good behaviour at all times when in uniform
- Sharing resources (including playtime resources) in a kind and generous manner
- Demonstrating good manners e.g. saying please and thank you, holding doors open for others, lining up quietly and not interrupting anyone who is speaking.
- In the classroom we use three noise levels; silent voice, partner voice and table voice.

## **What we expect behaviour to look like at Northstead School from adults and children**

### **– Behaviours for learning**

- Children are keen, responsive and eager to learn
- Children actively listen, holding good eye contact with the person (adult or child) who is speaking (usually through the teacher command 'eyes on me').
- Children can work independently, selecting own resources in a quiet and productive manner
- Children participate in whole class activities, often working collaboratively, listening to one another's ideas
- Children are consistently on task and are able to ignore minor distractions
- Children understand the non-negotiables of the classroom and adhere to these without regular reminders.

### **Informal Reward Strategies.**

- Verbal praise
- Smiley faces
- Child of day/week with badge/ cushion/ crown
- Phone calls / notes home
- Certificates
- Presenting work to Head, Deputy Head, Phase Leader, Previous class teacher
- Role modelling / responsibility/ special jobs
- Stickers
- Individualised reward charts
- Class wide rewards\*



### **Class-Wide Rewards**

In each class, there is a class wide reward system to reward the children working and learning well together. Once the class reach 10 points (shown as 10 circles on the board or in the classroom), the teacher rewards them with a small treat.

### **Formal Reward Strategies**

- On admission to school, children are placed in one of the four school house teams – ‘Spa (Blue), Castle (Red) North Bay (Yellow) or Peasholm (Green)’
- Children are each linked to a class reward system called [www.classdojo.com](http://www.classdojo.com). This is an electronic representation of the class and their rewards. This is updated throughout the course of each lesson / day /term. Children collect ‘Dojos’ by meeting any of the whole school Northstead acrostic (shown below) which are linked to our learning expectations. These will be rewarded for consistently meeting our core values and expectations of...
  1. **N**ever giving up
  2. **O**pportunities for all
  3. **R**especting self, others and the environment
  4. **T**eamwork
  5. **H**igh quality teaching and learning
  6. **S**haring and celebrating
  7. **T**rying our best
  8. **E**nthusiasm, excellence and enjoyment
  9. **A**chievement
  10. **D**eveloping independence

Children can be awarded a ‘Dojo’ at any point in the school day by their class teacher.

Dojo certificates are awarded to pupils in assembly as they achieve significant amounts of dojos.

25 dojo certificate (Bronze)

50 dojo certificate (Silver)

75 certificate (Gold)

100 certificate (Superstar / Platinum)

- ‘Dojos’ are not only of value to the individual but they also count towards the total of our house teams. When children reach 25 dojo points in class they are awarded a ‘house token’ which can be placed in their house ‘jar’ in the main entrance.
- When every child in a class reach a multiple of 25 dojos – the whole class are rewarded by their class teacher with a whole class treat.
- Team with most points at the end of the year (after sports day) are given a ‘house’ award in school.
- Every week in our ‘star of the week’ assembly, teachers recognise individuals in their class who have shown understanding and worked hard to achieve our PSHE focus for the week. This is usually taken from the NORTHSTEAD acrostic. (See above)
- Attendance is celebrated during assemblies. The school is split into EYFS-Y3 and Y4-6 for these assemblies and the class or classes with the highest attendance through the



week are rewarded with an extra 15 minutes playtime. A league table of attendance is used to measure each class's attendance over the week and sent home as an e-message to parents attached to the school newsletter. This is overseen by the attendance officer.

- Pupil's achievements outside of school and birthdays are celebrated in phase assemblies that take place weekly.

### **Warnings and re-engaging in learning.**

The school operates a consistent behaviour system from EYFS to year 6, which is used to remind children to follow our three rules (see Page One) and to ensure they re-engage with their learning and do not disrupt the learning of everyone.

Reminder 1 – Reminder of rule and to re-engage in the learning.

Reminder 2 – Reminder of rule and to re-engage in the learning.

Warning 1 – Move to another part of the classroom for a set time or removal to allow re-engagement in learning away from others.

*This may trigger SEMH involvement for some children whereby they will work in class or out of the class with children to de-escalate their emotional state if needed.*

Warning 2 – Go to Deputy Head's office or Head teacher's office for reflection time until ready to return to learning. May be taken to SEMH room for reflection time if needed.

*Child will miss break time the next day for reflection time with phase leader or Deputy Head teacher. Class teacher will take the opportunity before the end of the day to discuss the behaviour with the child and how this is impacting on their learning and the learning of others.*

*There may be times when this is not the right course of action to take for some children and these children may need intervention from SEMH team to help them overcome high emotional needs.*

Warning 3 – Go to Senior leader's office for the rest of the session plus parents and senior management of the school informed. Whenever a child reaches warning 3 it will be recorded on the school behaviour management system (ScholarPack) by the class teacher and may also be recorded on CPOMS (Schools recording system).

*Child will spend rest of session in DH or HT room and complete a lunchtime detention. Timings of which will be subject to behaviour shown but will be no less than 1200-1220 and no more than 1200-1245pm.*

*If warning 3 happens prior to lunchtime this takes place on the same day. If this happens after lunch, this takes place the following day.*

*Class teacher will complete phone call home outlining the behaviour that has occurred to get to warning 3 and what consequences have taken place or are going to take place.*

*There may be times when this is not the right course of action to take for some children and these children may need intervention from SEMH team to help them overcome high emotional needs.*



**Minor Incidents e.g. Name calling, poor attitude, being unkind.**

- Child is given a reflection time with class teacher to discuss the behaviour and plan ways to ensure this does not occur again.
- Informal discussion with parents (class teacher).
- Restorative discussion between children takes place (if incident involves more than one child).
- Child is spoken to by a more senior member of staff if minor incidents occur regularly.

**Serious incidents**

- Any serious incident will result in a playtime or lunchtime detention with the head teacher or deputy head teacher/phase leader.
- Formal meeting or telephone call with parents/carers.
- Any serious incident must be recorded on CPOMS and the DHT's informed, as well as the class teacher.
- Internal exclusion or exclusion (at the Head teacher's authority only).

We determine a serious incident as..

- Any action which puts the child themselves or another person at risk of immediate danger or harm.

**SEND**

Children who are identified as having a significant educational need may respond to an individualised behaviour system and this will be discussed with yourself and your child should the need arise. We may work together to write an individual behaviour plan which will support your child in managing their own behaviour and working to improve this.

If your child is going through challenging or turbulent circumstances in any aspect of their life, it is helpful for staff to know this so that they can support your child in a sensitive way.

Use of Restrictive Physical Intervention (this must be read in conjunction with our restrictive handling policy)

We follow both the LA and national guidance on the use of force to control or restrain pupils. It is the policy of this school that only in exceptional circumstances may physical restraint be used on children by an adult employed at the school.

See appendices for further information.



## Appendices

### The role of the class teacher

- It is the responsibility of the class teacher to ensure that the school rules are followed in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children are allowed to work to the best of their ability.
- The class teacher treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with respect and understanding.
- The class teacher liaises with the SENCo and BESD/Inclusion Officer and SEMH leader, as necessary, to support and guide the progress of each child. It may then be decided to liaise with external agencies. The class teacher may, for example, discuss the needs of a child with the education social worker or Enhanced Mainstream School support (EMS).
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.



### **The role of the Head teacher**

- *It is the responsibility of the Head teacher to implement the school policy to promote positive behaviour (behaviour policy) consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.*
- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The head teacher and leadership team of the school keeps records of all reported serious incidents of misbehaviour on CPOMS.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.



### **The role of the Safeguarding and Welfare Officer**

- The SWO will facilitate good communication links between school, parents and other agencies.
- To offer support and advice for parents in understanding and managing their children's behaviour using recognised parenting programmes. This can be delivered 'in house', or parents can be directed to a more relevant service when appropriate.
- To deliver one to one emotional support and development for pupils in school and group work interventions.
- To identify where further intervention may be necessary and liaise with the Sancho and senior leaders in planning and implementing further strategies.

### **The role of parents**

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school to develop mutual respect.
- To support the school in the promotion of positive behaviour by reinforcing the school rules. We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- When appropriate sanctions are needed in response to a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, they should contact the Chair of Governors, where a formal grievance or appeal process can be implemented.



### **The role of governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.
- The head teacher has the day-to-day authority to implement the school Policy to promoting positive behaviour (behaviour and discipline policy), but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour

- **Fixed-term and permanent exclusions**

- Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- The governing body has a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.



### **Monitoring**

- The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
  - The Inclusion Officer, SEMH leader and leadership team will monitor incidents of misbehaviour, keep records of detentions, and contribute to behaviour support plans.
- The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.