

Northstead community Primary school Policy for behaviour - Revised December 2024

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1. Aims

- This policy aims to:
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

2. Legislation and statutory requirements

- This policy is based on advice from the Department for Education (DfE) on:
 - Behaviour and discipline in schools
 - Searching, screening and confiscation at school
 - The Equality Act 2010
 - Keeping Children Safe in Education
 - School suspensions and permanent exclusions
 - Use of reasonable force in schools
 - Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
- In addition, this policy is based on:
 - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
 - Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Repeated breaches of the school's expectations
- **Serious unacceptable behaviour is defined as:**
 - Any form of bullying
 - Sexual violence and Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

At Northstead, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and be confident that incidents will be dealt with promptly and effectively. We encourage our children to be ‘upstanders’ and stand up to bullying.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem-solving approach using restorative practice
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour
- Provide information through notice boards, posters and Child line assemblies/posters.
- Provide support through playground buddies, friendship group and peer support.
- The anti-bullying policy works alongside the behaviour policy. This is discussed with the children in class so they are informed of the procedures
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encourage parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory. (see Remote Learning Online Safety policy)
- Encourage the children to be 'Upstanders' and stand up to bullying by telling trusted adults if they see it occurring.

Five key points for staff to consider when dealing with bullying:

- Never ignore suspected bullying
- Don't make assumptions
- Listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth
- Adopt a problem-solving approach which moves pupils on from justifying themselves
- Follow up repeatedly, checking bullying has not resumed

How bullying is reported at Northstead

Procedures

- Report bullying incidents to staff. The class teacher and SLT must be informed.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- Bullying incidents will be recorded through CPOMS and incident form.
- The child/children bullying are asked to make a genuine apology.
- The school behaviour policy is followed to impose sanctions. In serious cases, internal or external exclusions will be considered.

- All staff will be informed of any bullying incidents and will be extra vigilant at all times of the extended day.
- Parents of all children concerned are informed.
- If necessary and appropriate, police/community support officers will be consulted.
- The school supports both the victim and the children who have bullied. If possible, the pupils are reconciled. Staff help children who have bullied to change their behaviour. This may involve Circle Time discussions, support in facilitating friendships and games on the playground, use of role play and drama, and the involvement of the Primary Outreach Support (Behaviour) team, working with groups or the whole class.

In determining whether an incident constitutes harassment or bullying, the context in which the incident occurs will need to be considered as well as the victim's understanding of the perpetrator's motives. Particularly vulnerable groups – refugees, newly arrived pupils, 'looked after' children are frequently the target of bullying behaviours

The school will:

- Take all bullying problems seriously both of pupils and adults
- Investigate all incidents thoroughly
- Keep a written record of the incident, investigation and outcomes
- Ensure that bullies and victims are interviewed separately
- Obtain witness information
- Inform staff about the incident where a pupil is involved
- Inform appropriate staff where a member of staff is involved
- Ensure that action is taken to prevent further incidents

Such action may include:

- imposition of sanctions
- obtaining an apology
- informing parents of both bully and bullied
- provide appropriate training
- provide mentor support for both victim and bully

Pupils who experience bullying will be helped by:

- Having the immediate opportunity to discuss their experience with a member of staff who they feel comfortable with
- Knowing that they can report bullying and get help, which might mean keeping a record of the incidents that happen as evidence
- Ensuring that they feel safe again
- Helping to restore confidence and resilience
- Offering continuous pastoral support
- Being aware that they will get support from peers, staff and family and maybe the wider community.
- Where necessary working with local/national organisations to provide further or specialist advice and guidance
- Have the opportunity to face their bully in a safe space with a member of the SLT to do a restorative conversation

5. Roles and responsibilities

The role of governors

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix A).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The role of the headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix B). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary. The headteacher will ensure that the data from CPOMS is reviewed, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The role of all staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

The role of all parents/carers

- Parents are expected to:
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

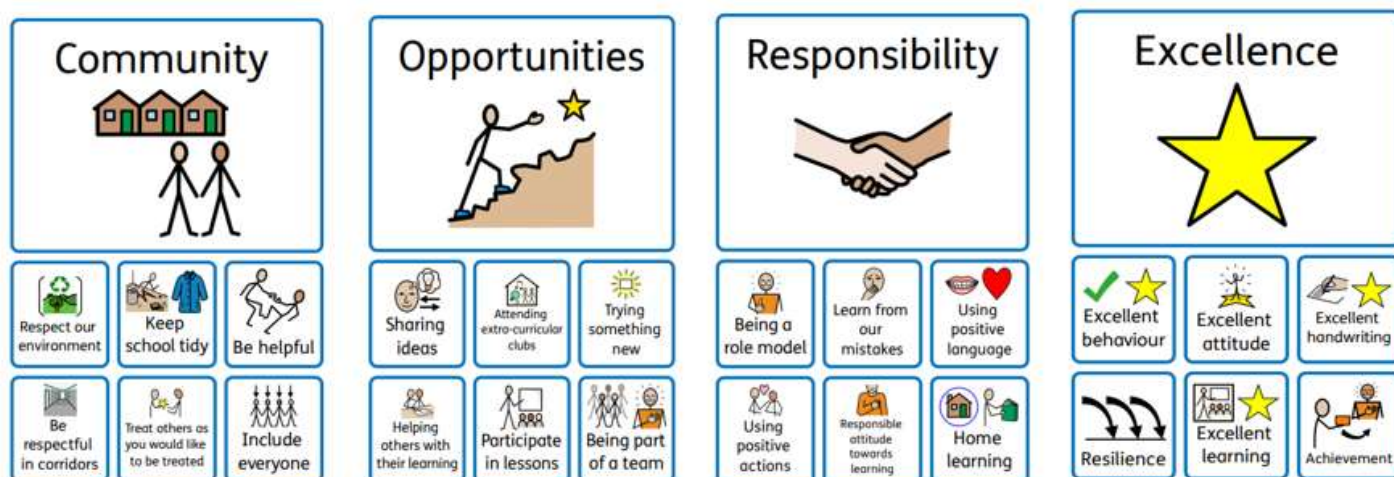
6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, give all children the opportunity to learn
- Move silently around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Take responsibility by accepting consequences when they are given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Children at Northstead are expected to behave in a manner which reflects the school's core values:

- **C**ommunity
- **O**pportunities
- **R**esponsibility
- **E**xcellence













7. Rewards and sanctions

Informal Reward Strategies that may take place across the school. This may include:

- ❖ Verbal praise
- ❖ Positive postcards home
- ❖ Presenting work to SLT
- ❖ Stickers

Formal Reward Strategies

- Children are each linked to a class reward system called 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' (virtual points) by demonstrating any of the whole school Northstead CORE values.
- CORE Value Posters displayed in the classroom show the children how they can achieve a dojo, these can be awarded at any time by any adult in school (**see posters below**)

Community	Opportunities	Responsibility	Excellence
			
 Respect our environment  Keep school tidy  Be helpful	 Sharing ideas  Attending extra-curricular clubs  Trying something new	 Being a role model  Learn from our mistakes  Using positive language	 Excellent behaviour  Excellent attitude  Excellent handwriting
 Be respectful in corridors  Treat others as you would like to be treated  Include everyone	 Helping others with their learning  Participate in lessons  Being part of a team	 Using positive actions  Responsible attitude towards learning  Home learning	 Resilience  Excellent learning  Achievement

Dojo Rewards

CORE Bronze award - 100 dojos
Children will receive a certificate and will choose a reward from the bronze prize box.
CORE Silver award – 200 dojos
Children will receive a certificate and will choose a reward from the silver prize box.
CORE gold award – 300 dojos
Children will receive a certificate and will earn a gold badge which they can wear on their school tie
CORE Platinum award – 500 dojos
Children will receive a certificate and be taken on a special trip at the end of the year to celebrate their amazing achievement. Children will also get their name on the Platinum awards winner board which will be displayed in school.

Class wide rewards

Children can work together in class to receive a class wide reward. Once the class earn 10 class wide rewards, they can choose a whole class reward voted for by the class.

Star of the week

Every week in our 'star of the week' assembly, the headteacher and teachers recognise individuals who consistently demonstrate our CORE values. These children are presented with 'Star of the Week' Certificates and 'Headteacher Awards'

Stars of Northstead

Each Term, two children from each class will be chosen to receive the prestigious 'Star of Northstead award' for always demonstrating our CORE Values in school. Parents of these children will be invited to a special assembly to watch their child receive their award.

Consequences

Behaviour pathway (Only used if positive praise is not successful)

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

This pathway consists of the language reminder, warning, consequence (**see Behaviour Pathway below**).

If a child receives a consequence in the classroom, they could be asked to spend time in another classroom, have a restorative chat during their own time or complete a reflection at break/lunchtime.

Break time and Lunchtime behaviour incidents

Staff supervising break times and lunchtimes, will follow the behaviour pathway (Reminder, Warning, Consequence).

Any violence on a break/lunchtime will result in a consequence, the child will be sent to the PLR to reflect with a member of SLT/member of inclusion team, the length of the reflection will be dependent on the incident and/or the emotional state of the child. Parents will be informed of this via a phone call from a member of SLT.

Monitoring of behaviour/ Ladder of intervention for behaviour

Level of need	Action	Outcome
-3 or more visits to the PLR for support. - 5 consequences	Behaviour team will meet with the class teacher to discuss what is going well and what isn't and put actions in place to improve behaviour.	-Behaviour team and class teacher discuss actions to improve the child's behaviour. -Individualised actions reduce the number of behavioural incidents.
Further consequences /suspensions /visits to the PLR for support.	If a child then receives further consequences after the meeting, then the behaviour lead will invite parent in to discuss and agree targets for a behaviour plan which will be monitored daily for 4 weeks. -Parents will then be invited back into school to review the targets and decide whether the plan needs to continue or not. -SEN and safeguarding team may complete referrals for external support if necessary. Children on behaviour plans, could receive further consequences such as losing privileges such as playtimes and lunchtimes, not being able to attend school trips/ parties etc/ internal and external suspensions.	-Staff and parents work together to unpick the reasons for behaviour. -Individualised targets reduce the number of behavioural incidents. -Child no longer needs a behaviour plan. -The child receives the support that they need.

<p>Persistent consequences/suspensions.</p>	<p>If a child does not meet the targets on their behaviour plan this will be adjusted and will continue for a further 4 weeks and will be monitored closely.</p> <p>-SEN/Safeguarding team may complete further referrals for external support if necessary.</p> <p>If after 4 weeks the child's behaviour had not improved or has deteriorated further actions will be considered.</p>	<p>Alternative provision or offsite direction may be considered.</p> <p>Suspension and Exclusion policy actioned.</p>
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Positive learning room (PLR)

The positive learning room will be an alternative to the classroom for children who have a particular need, have received a sanction or need a space to calm down. In the PLR, children will have time to regulate and will then have a choice of completing their work in the PLR or back in the classroom. Some children will be able to take responsibility to use the PLR when they feel that they need to regulate their emotions but this will be specified on their provision plan.

If a child receives an instant consequence, they will be brought to the Positive learning room for a reflection and a restorative chat with a senior leader/member of the inclusion team, the length of the reflection will depend on the severity of the behaviour.

Please see below the Northstead Behaviour pathway.

Northstead Behaviour Pathway

Expectations and Reward

- > Praise
- > Dojos
- > Class wide rewards

Reminder

- > Disrupting learning
- > Being unkind
- > Not following instructions

Warning

- > Disrupting learning
- > Being unkind
- > Not following instructions

- > Persistently disrupting learning
- > Dangerous behaviour
- > Unacceptable language
- > Violence of any kind

- I could spend some time in another classroom.
- I could lose some of my playtime or lunchtime.
- SLT could speak to my family about my behaviour.
- I may have a restorative chat with my teacher/SLT
- I could miss school trips or rewards



8)

Restorative practice

A restorative, relational approach to behaviour looks to understand why something went wrong and to put things right so that everyone can move on and no one is left damaged.

At Northstead, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

If the child is calm and emotionally ready then they will reflect on their behaviour with their class teacher. This time should be spent answering the questions below when they return to class at break/ lunch or home time.

- ❖ What happened?
- ❖ What were you thinking at the time?
- ❖ What have you thought about since?
- ❖ Who has been affected by what you have done?
- ❖ What do you think you need to do to make things right?

9) Behaviour management

9.1) Classroom management

All staff are responsible for setting the expectations to ensure the children demonstrate our CORE values at all times.

They will:

- Create and maintain a safe and stimulating environment that encourages pupils to be engaged in learning.
- Display the behaviour pathway and the CORE value posters in their classroom so the children understand the expectations.
- Develop and maintain positive relationship between staff and pupils, which includes:
 - ❖ Class teacher greeting every pupil in the morning on the door as well as checking in with them using the zones of regulation posters.
 - ❖ Establishing and consistently implementing clear routines
 - ❖ Highlighting and promoting high expectations of good behaviour
 - ❖ Concluding the day positively and starting the next day afresh
 - ❖ Using positive reinforcement and restorative practice

9.2 Removal from classrooms

Pupils will only be removed from the classroom when all behavioural strategies have been implemented, unless the behaviour is so extreme as to warrant immediate removal.

- Removal can be used to:
 - ❖ Restore order if the pupil is being unreasonably disruptive
 - ❖ Allow the disruptive pupil to continue their learning in a managed environment
- Pupils will be removed from the classroom for an appropriate amount of time (see section 7)

The school will put in place alternative approaches to behaviour management for pupils who are frequently removed from class, through involvement from the inclusion team.

9.3 Confiscation

Any prohibited items (listed in section 3-definitions) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation 2018.

9.4) Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and create a provision plan for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

9.5) Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection policy.

10) Restrictive Physical Intervention/Restraint

The use of Restrictive Physical Intervention and reasonable force at Northstead School is in line with the DFE's guidance on the use of reasonable force as set out in this document:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

(See Appendix B)

11) Zero-tolerance approach to harmful sexual behaviours.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- ❖ Proportionate
- ❖ Considered
- ❖ Supportive
- ❖ Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- ❖ Carrying out a risk assessment if needed.
- ❖ Supervision from adults
- ❖ Removal from classrooms
- ❖ Exclusions

11) Off-site behaviour

Sanctions may be applied where a pupil has shown unacceptable behaviour off-site when representing the school.

When the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

12) Malicious allegations

Where a pupil makes an allegation against a member of staff or pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

13) Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff in the transition meetings.

14) SEND

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

15) Training

Our staff are provided with regular training on managing behaviour, including proper use of restraint and de-escalation.

Behaviour management will also form part of continuing professional development.

16) Fixed-term suspensions and permanent exclusions

The reasons below are examples of the types of circumstances that may warrant a suspension/permanent exclusion:

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Damage to school property
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Before any suspension is decided an investigation with all staff involved will take place.

Further information regarding suspensions and exclusions can be found on the link below:

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion#challenging-a-suspension-or-permanent-exclusion>

If you would like a paper copy of this document, please speak to the office staff.

16) Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log on scholar pack. At each review, the policy will be approved by the head teacher and governing body.

The written statement of behaviour principles (appendix A) will be reviewed and approved by the governing body annually.

Appendices to the behaviour policy- please see separate documents on the website.

- 1) Appendix A – Written statement of behaviour principles.
- 2) Appendix B - Restrictive physical interventions