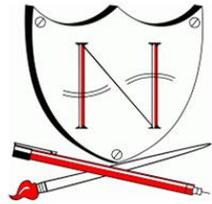


NORTHMEAD JUNIOR SCHOOL

Behaviour Policy



a member of



Learning Partners
academy trust

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Contents

1. Opening Statement	2
2. Legislation and statutory requirements.....	2
3. Aims.....	2
4. Definitions	3
5. Behaviour Management Approach.....	3
6. Serious incidents of misbehaviour.....	6
7. Confiscation	6
8. Malicious allegations.....	7
9. Physical restraint.....	7
10. Exclusion.....	7
11. Record keeping	7
12. Duties and responsibilities	8
13. Children experiencing difficulties with behaviour.....	9
14. Behaviour outside school	9
15. Transition	9
16. Links with other policies.....	10
This behaviour policy is linked to the following policies:	10

1. Opening Statement

Northmead is committed to creating an environment where good behaviour is at the heart of productive learning. At Northmead we believe that good behaviour results from a clear framework that is known and understood by staff and pupils alike. We believe that it is essential to develop high quality relationships between staff, pupils, and parents to attain a positive behaviour ethos.

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](#)
- [Use of reasonable force in schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

3. Aims

- to enable all children to reach their potential by being able to learn in a safe, caring, and well-disciplined environment
- to help children acquire behaviour attitudes that will equip them for a successful adult life

- for pupils, parents/carers, staff, the governors, support staff and volunteers to have a shared understanding of how we manage behaviour at Northmead
- to actively promote and safeguard the welfare of children at Northmead

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of **bullying** or **peer on peer abuse**
- Vandalism
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying

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

Bullying is, therefore: Deliberately hurtful and repeated, often over a period of time.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Behaviour Management Approach

At Northmead we have three simple rules which are; be **READY**, **RESPECTFUL** and **SAFE**.

When dealing with misbehaviours we expect staff to employ a composed approach. The language, tone and demeanour of the adult must show calmness. Anger is a personal, emotional response which we actively discourage. Staff use positive language which focuses on what can be done, suggests actions or alternatives, sounds helpful and encouraging, stresses positive actions and is non-confrontational. We do not shout at children and do not use personal comments. The child is not 'naughty'. All discussions address the behaviour and not the child.

Many studies have shown that relationships are the key to behaviour management and regulation. We believe it is critically important that staff build strong relationships with the children in their care. Staff demonstrate 'Deliberate botheredness'; (Paul Dix 2017) going out of their way to use kind words, compassion and to know the children well.

We use a restorative approach to behaviour management which has intention to resolve conflict or upset through a peaceful and fair process in which all parties are heard and respected. Most behaviours are a form of communication and children are actively listened to so the appropriate response or support can be employed by staff.

In the classroom we follow the five step system

Steps	Action
Reminder	If there is an incident of misbehaviour, a reminder of the three rules (ready, respectful, safe) Delivered privately if possible.
Caution	A clear verbal caution delivered privately making the child aware of their behaviour clearly outlining the consequences if they continue.
Last chance	Give a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. At this point we use the 30 second script , noted below.
Time out	Time out might be a short time outside the room. We are an inclusive school, and we do not exclude children from a classroom as a punishment. However, time-outs may be used in order to help a child calm down, breathe, compose themselves and re-set before continuing their learning, and to minimise any impact on the rest of the class.
Repair	This might be a quick chat at break time or a more formal meeting. This is an opportunity for staff to further explore the reason for the inappropriate behaviour.

30 second script

Kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you

I noticed you are....(having trouble getting started/struggling to get going/wandering around the classroom)

Refer to why you are there and a specific rule

It was the rule about(being ready, respectful, safe) which you broke

Sanction

You have chosen to...(have five minutes time out/ catch up with your work at lunchtime/ to have a chat with me for two minutes at the end of class)

The pupil will more than likely protest at this stage. It is important at this point to remind the child of previous good behaviour

Do you remember last week when you (arrived on time/received that head teacher's award/ were kind/ brought in that extra research, your group work was great)

That is who I need to see today....

Thank you for listening.

Then you leave the situation. It is almost impossible to argue with someone who is praising your previous good behaviour.

Teachers celebrate good behaviour -we do not use happy/sad faces, nor do we 'name and shame' pupils. Instead of displaying the names of pupils who behave inappropriately, our goal is to celebrate those pupils who behave appropriately. Recognition boards are displayed in all classrooms. Staff will identify a behaviour they want to see from everyone, and the aim is for all pupils' names to go on the board.

Children are educated about good behaviour through the School's curriculum, PSHE programme, Assembly themes and the pastoral support systems.

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure and/or are bored. We therefore encourage teachers to develop interesting, authentic learning opportunities in all lessons.

Although we focus relentlessly on positive behaviour, there are times when sanctions are used in response to unacceptable behaviour. When sanctions are imposed staff should follow this up with a restorative conversation adapted to the child's age and stage of development. The restorative approach encourages pupils to think about how their behaviour has affected others, both pupils and staff, and to think about what caused their behaviour in the first place.

The approach is based on a set of questions:

- What happened? Listen carefully to the child's account.
- What were you thinking at the time? Allow the pupil to reconsider their actions.
- What have you thought since? Allow the pupil to share a change of attitude or give an apology.
- How did this make people feel? Ensure the child has an opportunity to consider others and think about the impact on their peers.
- Who has been affected and how? Enable the child to see the bigger picture.
- What shall we do to put things right?
- Can we do things differently in the future?

Playground Behaviour Management

Children are expected to show good behaviour on the playground by:

- Taking turns
- Including other pupils in their games
- Listening to adults' instructions
- Taking care of the equipment
- Helping pupils who are hurt
- Asking for help from an adult when needed
- Having strategies for keeping calm when angry
- Using Kelso's Choice

The restorative approach continues to be used on the playground. All parties involved in an incident of misbehaviour will be listened to and the appropriate support or sanction employed by staff.

Sanctions which should be used to deal with misbehaviour on the playground:

- A clear guiding word, reprimand or warning including an explanation of what was wrong and how to put it right in the future
- made to discuss the problem with the other person(s) to find a solution
- Removal to another area (e.g., sent from the netball court) for a specific time – time out
- Removal of play equipment (if not being used properly)
- Class teacher informed
- Verbal or written apology
- Withdrawal of break-time privilege if appropriate/necessary

6. Serious incidents of misbehaviour

Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head. In such cases it is the policy of the school to ask parents to attend a meeting in order to work together with the school to find an acceptable solution.

In extreme cases it may be necessary to exclude a child for a fixed period in order to set up necessary meetings and arrange for support personnel to attend.

In cases of sexual violence or harassment, support is given to those committing the offence, as well as the victim.

In the first instance children are referred to social services and risk assessments are completed. Following advice, the following may be involved:

- ACT (Assessment consultation therapy)
- STARS (Sexual trauma and recovery service)
- Home school link worker/ ELSA involvement
- TAFs

7. Confiscation

The SLT have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Any prohibited items found in pupils' possession will be confiscated.

These include:

- knives or weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

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

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

8. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Procedure for allegations of abuse against staff policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

10. Exclusion

In some situations, it may be necessary for the Headteacher to exclude if the child's behaviour is in serious breach of the behaviour code. The Headteacher will always seek information to ensure that reasonable adjustments were in place for children with additional needs before making the decision to implement a fixed term exclusion. Parents will always be contacted and the reason for the fixed term exclusion will be discussed. The fixed term exclusion will be reported to the local authority and Chair of Governors. The school will follow the DfE guidelines with regards to the exclusion procedure.

11. Record keeping

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records. All rewards and sanctions issued by a classroom teacher should be entered on the Integris Management Information System.

Incidents of peer on peer abuse (including sexual harassment or violence) or racism are also recorded on the CPOMs safeguarding system for the attention of the DSL team.

12. Duties and responsibilities

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 in consultation with all stakeholders. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The role of the Head

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. Implementation must seek to:

- ensure that the standard of behaviour of pupils is acceptable
- promote self-discipline and proper regard for authority
- prevent all forms of bullying

It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour and 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.

The role of the Staff

The adults encountered by the children at school are responsible for consistently modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within the group.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, religion, ability and disability.
- show appreciation of the efforts and contribution of all.
- investigate reported incidents of pupil misbehaviour, listening to all parties involved and liaise with parents/carers as appropriate.

All staff are responsible for dealing with incidents in and around school and for ensuring they are recorded on the school management system. If in doubt, they can refer to the senior management team.

The role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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 home and school and we inform parents if we have concerns about their child's behaviour. Our Home School Link Worker will work alongside parents who are struggling to manage their children's behaviour at home.

The school behaviour policy is available to parents on our website; copies are available from the school office.

The role of Pupils

At Northmead we encourage pupils to manage their behaviour and show self-discipline and respect, both in school and in the wider community. We actively encourage pupils to take responsibility, make good choices and show good manners. The rules of Ready, Respectful and Safe are reinstated every September and are referred to regularly when managing behaviour.

13. Children experiencing difficulties with behaviour

Northmead seeks to support all children with their behaviour to ensure that the classroom is a learning environment for all. There are a number of children at Northmead who are on the SEND register and have behaviour as their primary need. These children present with challenging behaviours in and out of class and the strategies detailed earlier in the policy are applied. Additional strategies may be used for these pupils according to their specific needs. There is a range of support available within school or through referral to outside agencies. Examples of support include;

Internal support	External agency support
Home-school diary/charts	Primary Inclusion Team
Regular parent/teacher meetings	Learning Support Service
Regular talk time with the pupil	CAMHS
Behaviour plan	Family Support
Trigger avoidance measures	Educational Psychology
Work with ELSA	ACT
HSLW sessions	STARS
Play therapy	
Art therapy	
Social skills groups	
Anger management sessions	

The school's special educational needs co-ordinator 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.

14. Behaviour outside school

We expect children to behave appropriately when taking part in educational visits, when representing the school at sporting events and when travelling in uniform to and from school.

15. Transition

To ensure a smooth transition to the next year, children 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 at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti- bullying policy
- Parental concerns & complaints policy
- positive touch policy
- PSHE policy
- Educational visits policy