



Northgate Primary School

Behaviour Management Policy

At Northgate Primary School we promote good behaviour and discipline at all times. Children and parents are expected to observe the school's Behaviour Policy. We believe parents and teachers should work together to maintain positive behaviour and discipline. Children will be encouraged from their first day in school to acquire self-discipline, self-esteem and tolerance of differences. The school believes children should be encouraged to be thinking and caring individuals who have rights and responsibilities. Every child has the right to come to school unafraid, knowing he or she will be treated fairly and equally. Children in turn have responsibilities to care for each other, their environment, their own and other people's property. We have a restorative approach to behaviour management.

The school expects children to:

- Be Ready, Respectful and Safe at all times
- Walk sensibly in and around school
- Show respect and tolerance to others
- Listen to adults and other children and not interrupt when they are speaking
- Be kind to each other
- Always try their best and persevere to the end
- Be independent
- Take care of the school, furniture, books and equipment
- Wear school uniform

Class Rewards/Strategies

We use praise to develop positive relationships and in recognition of good behaviour. Personal praise and public reward used in the following ways:

- Verbal praise
- Recognition boards in every classroom when Ready, Respectful and Safe behaviour is seen
- Phone call home
- Northgate notecards
- Certificates presented in our good news assemblies and celebrated in the weekly newsletter
- Housepoints

The children are organised into 4 houses (Bitterns, Swallowtails, Avocets, and Harriers) and can receive house points for good behaviour and work. There are weekly and half-termly rewards for the winning houses.

Dealing with Unacceptable Behaviour in the Classroom

For low-level disruption in class, staff will use a range of actions to get children back on task. If a child continues off task and/or is disrupting other children's learning, staff will respond as follows:

- 1) **Reminder** - A reminder of the expectations delivered privately wherever possible.
- 2) **Warning** - A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
- 3) **Time Out** - Give the child a chance to reflect within the classroom. Speak to the child privately and give them a final opportunity to engage.
- 4) **Sent Out** - At this point the child will be sent to another class with work to complete.
- 5) **Restoration** - A conversation to repair the relationship and reflect on the behaviour will be led by an adult.
- 6) **Formal Meeting** - If a child is regularly being sent out a meeting with the teacher, parent and member of SLT will be arranged.

Dealing with Unacceptable Behaviour at Break and Lunchtimes

If a child behaves in an unacceptable manner at lunchtimes, staff will deal with the issue as follows:

- 1) **Warning** - The MSA/TA dealing will give the child a clear reminder of the school rules they are not following and explain the consequence if the behaviour doesn't change.
- 2) **Time Out** - If behaviour continues, the child will be placed on a 5 minute timeout (required to stand at a given place e.g. under the veranda for 5 minutes). An adult will lead a conversation to repair the relationship and reflect on the behaviour before the child returns to play.
- 3) **Lunchtime Club referral** - If a child continues with the unacceptable behaviour after the 5-minute time out, it may be appropriate for them to attend Lunchtime Club the following day.
- 4) **Restoration and Reintegration** - a plan of action will be established.
- 5) **Formal Meeting** - If a child has three referrals to Lunchtime Club, the HT will meet with parents to discuss next steps.

Dealing with Persistent Unacceptable or Serious Behaviour

If behaviour escalates quickly or is of a serious nature, steps can be bypassed and the child removed from the classroom or playground for time out with the Headteacher or member of the Senior Leadership Team. This may result in internal exclusion and the child will work out of the classroom initially for either a half or a full day. The child will have a separate play time and lunch time. In some cases, the child will lose privileges such as having their responsibilities taken away. A longer period of time out as necessary and appropriate will be given which might include completing work or a lesson in isolation. Parents will be informed. Persistent behaviour issues may also result in the child having a Report Card for a period of time which will document a child's behaviour over an appropriate time period. It will be sent home each day after school. Positive Behaviour Management Plans will be put in place as appropriate for individual children. In some instances, the Norfolk Inclusion Team is consulted when writing behaviour management plans.

Definition of Unacceptable Behaviour

- Please see Appendix A.

This list is not definitive and any other behaviour deemed unreasonable and designed to undermine the quality of school life could be included. Consequences of displays of examples of any of the above behaviours may need to be fixed term suspension to enable outside agencies to contribute to behaviour plans and to prevent the risk to the child and others in school.

Management of Serious Behaviour and Use of Reasonable Force

If a child is violent or in danger of harming themselves, others or damaging property, restraint may be appropriate using the minimum force for the minimum amount of time needed until the child calms down. Any use of restraint must be documented and parents informed. School staff have the right to use reasonable force to prevent pupils from committing a crime or causing injury, damage and disruption. Where needs are identified school staff are trained in the Norfolk STEPS techniques for de-escalating these types of situations. This should avoid the need to use reasonable force in the vast majority of such events. However, if a child does not respond to this approach, staff will take action in accordance with legislation to physically remove the child from the situation. A dialogue will be maintained with the child at all times so that the staff can explain to them what they are doing and why. Parents will be informed should a child be physically removed. An alternative and preferred option to restraint in these situations would be to remove other children from the classroom to minimise injury or damage. Parents of children who deliberately damage property may be asked to contribute towards the cost of repair. If a child has to be excluded from school for any reason the school follows guidance on pupil exclusions in line with Kingfisher Schools Trust.

Bullying

Bullying is the persistent use of threats, taunts or physical violence, which intimidates other children and makes them unhappy. Bullying can also be when one child, or a group of children, persistently target another child or children to intimidate. Bullying is not the same as an argument or a one-off incident or accident. Bullying, in any form, is not acceptable and will not be tolerated. We acknowledge that bullying happens in all schools, but we are committed to doing our utmost to put a stop to any incident of bullying at our school. Any

bullying incidents will be dealt with using a restorative approach. (Please see Anti-Bullying Policy).

Recording of behaviour incidents

Behaviour incidents and parental contact will be logged on CPOMS and this data is regularly analysed. Children who regularly display unacceptable behaviour in class or on the playground will be discussed and monitored. Where patterns of unacceptable behaviour are found, a number of different approaches may be taken, such as writing a Positive Behaviour Management Plan, discussing the issues at a Team Around the School Meeting and seeking advice and guidance from the County Inclusion Team.

Children with Special Educational Needs or other difficulties

Children who have social, emotional and behaviour difficulties are usually supported with an individual behaviour plan written in conjunction with key adults. The child's parents or carers will be informed that the behaviour plan is in place and will be asked to sign the plan to acknowledge this. The plan will be reviewed regularly and may run alongside some other intervention in school. The steps in this behaviour policy will not normally be followed for children with a behaviour plan in place.

Right to Search

The school follows the DfE advice on Searching, Screening and Confiscation

- School staff can search a pupil or their possessions for any item if the pupil agrees.
- Headteachers and staff authorised by them 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. Two members of staff will be present.

Prohibited items are:

- 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

September 2026

Reviewed Annually

Appendix A

Unacceptable Behaviour	Response	Serious Incidents	Response
Shouting out/interrupting	- Steps 1-5 of behaviour policy 1) Reminder 2) Warning 3) Time Out 4) Sent Out/Lunchtime club 5) Restoration - Missed work and/or restoration may be completed during break/lunchtime	Hurting a child	- Steps 1-6 of behaviour policy 1) Reminder 2) Warning 3) Time Out 4) Sent Out/Lunchtime club 5) Restoration 6) Formal Meeting with parents - Missed work and/or restoration may be completed during break/lunchtime
Throwing things		Misuse of cloakroom/toilet area	
Breaking class/school rules		Exiting school building and being out of sight	
Wandering around the classroom		Persistently refusing to work	
Refusing to work		(Repeated) Name calling/insulting	
Being impolite		Dangerous play	
Stopping other children learning			
Irritating/teasing			
Spoiling people's work			
Leaving the classroom without permission			
Very Serious Incidents	Response	Extremely Serious Incidents	Response
Swearing (using abusive, foul or racist language)	- Miss break/lunchtime - Internal exclusion - Report card - Parents invited in for discussion - Behaviour plan will be put in place - Warning of suspension - A fixed term suspension may be given providing all parties a short period to consider the best course of action - On some rare occasions the decision to exclude a pupil permanently may be taken.	Leaving school ground without permission	- Parents called immediately - Fixed term suspension given providing all parties a short period to consider the best course of action - On some rare occasions the decision to exclude a pupil permanently may be taken.
Racist/minority group remarks or behaviours		Being disrespectful by swearing or hitting any member of staff	
Persistently breaking the school rules		Repeated physical aggression to another adult or child	
Persistently hurting another child (physically or mentally)		Bullying (Repeated and targeted, threatening, intimidating or harmful behaviour towards an individual)	
Unsafe Internet use		Physically manhandling staff.	
Exiting classroom/school building and/or refusing to return to a safe place		Bringing a weapon onto school grounds	
Causing physical harm or damage by throwing objects			
Vandalism			
Inappropriate touching			
Theft			