



Northgate Primary School

Behaviour Management Policy

At Northgate Primary School we recognise that everybody has the right to be treated with respect and it is the responsibility of everyone (staff, children, parents/carers) to demonstrate positive behaviour.

These are our School Rules:

1. We listen to adults and follow their instructions.
2. We are good friends and are kind to each other.
3. We try our very best with our work and make sure we let everyone learn in class.
4. We look after the school environment and our equipment.
5. We walk sensibly and quietly inside the school buildings.

Behaviour Management Strategies

An important part of our strategy is to encourage children to take responsibility for their behaviour. We do this through:

- Teaching in PSHE to develop emotional literacy.
- Use of praise
- Promotion and enforcement of the School Rules.
- Staff role-modelling appropriate behaviours.
- The use of restorative approaches to resolve problems (See APP3 - children are helped to take responsibility for their behaviour and for resolving problems).
- The use of de-escalation techniques when incidents occur.
- Class Rewards/Strategies (see below)

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
- Phone call home
- Northgate notecard
- Lunchtime behaviour certificate
- Certificates for good work and/or behaviour presented in our good news assemblies.

The children are organised into 4 houses (Bitterns, Swallowtails, Avocets, and Harriers) and can receive house points for good behaviour and work. Children receive a token for each house point they earn which is 'posted' into a collection tube in the Library at the end of the day. These are counted at the end of the week to find the winning House. The winning house will have an extra playtime as a reward.

Points are also tallied up each half-term and the children in the House that is the overall winner will all receive a reward (e.g. movie and popcorn; non-uniform day just for their House etc.)

Definition of Unacceptable Behaviour

- displays of violence
- physical and verbal abuse
- continuous disruption that prevents others learning
- running out of lessons and thereby not keeping safe on the school site
- absconding or attempting to abscond from the school site
- persistent bullying including cyber bullying
- disrespect for others
- persistent disobedience
- damage or attempted damage to school property or the property of others
- the possession, use or attempted use of dangerous weapons
- accessing pornography
- child on child abuse
- threatening behaviour
- malicious allegations against staff or others
- intimidation designed to coerce others to follow inappropriate behaviour
- extortion or theft from others

This list is not definitive and any other behaviour deemed unreasonable and which undermines the quality of school life could be included.

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 as listed at Appendix 1. If a child continues off task and/or is disrupting other children's learning, staff will respond as follows:

- 1) **Redirection** - Gentle encouragement, a 'nudge' in the right direction.
- 2) **Reminder** - A reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
- 3) **Warning** - A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Staff may want to make a note of this to provide visual and be able to strike it off.
- 4) **Time Out** - Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
- 5) **Sent Out** - At this point the child will be sent to another class for the remainder of the lesson. This must be recorded on CPOMs and parents must be informed.
- 6) **Restoration** - a conversation to repair the relationship and reflect on the behaviour should take place before the next lesson. If reconciliation is unsuccessful the SLT should be called and will support the reparation process.
- 7) **Formal Meeting** - If a child is regularly reaching step 5 a meeting with the teacher, parent and member of SLT will be arranged.

A serious incident may result in a suspension.

Dealing with Unacceptable Behaviour at Lunchtimes

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

- 1) **Reminder** - Gentle encouragement, a 'nudge' in the right direction, reminder of rules.
- 2) **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.
- 3) **Time Out** - If behaviour continues, the child will be placed on a 5 minute timeout (required to stand at a given place e.g. against the wall or under the veranda for 5 minutes). The MSA/TA will notify the child's teacher and record the incident on CPOMs. The class teacher will inform parents at the end of the day.
- 4) **5Rs referral** - If a child continues with the unacceptable behaviour after the 5-minute time out, it may be appropriate for them to attend 5Rs Club the following day. This must be discussed with a member of SLT who will assign the consequence.
- 5) **Restoration and Reintegration** - a plan of action will be established in 5Rs.
- 6) **Formal Meeting** - If a child has three referrals to 5Rs Club, the HT will meet with parents to discuss next steps. Ultimately if lunchtime behaviour does not improve, school will consider excluding the child for lunchtimes only, for a limited period, in accordance with Government Guidance (see below).

5Rs Club

Children who have displayed unacceptable behaviours during recreational time may be referred to the 5Rs Club (by a member of SLT), where they will have the opportunity to consider the 5Rs further and deepen their understanding of the concepts. They will be supported and supervised and may complete one/some of the following activities or similar:

- Litter picking
- Weeding
- Equipment tidying
- Making rules posters
- Asking a teacher for a job eg. Sorting and sharpening pencils
- Teaching/learning a game
- Sharing a skill
- Writing a letter of apology
- Creating a picture or card
- Social stories
- Conflict comic drawings
- Role playing scenarios
- Quiet reflection time

The 5RS club supports the goal of restorative practise - for children to make amends for any wrongs done to people and mend broken relationships. It seeks to help an 'offender' accept responsibility for their acts, be aware of the consequences they have caused, and feel remorseful instead of merely punishing them. The practice is based on the idea that dignity, healing, and strengthening a community should be considered when attempting to resolve an issue. This idea dates back centuries - it can be found in aboriginal teachings and several different faiths. The focus is not on punishment, because punishment is often ineffective and negative behaviours are repeated. The children need to

learn about the responsibility that they have had in a situation, how it affected other people, and how they can put it right.

Dealing with Persistent Unacceptable Behaviour

Children who regularly display unacceptable behaviour will be discussed and monitored through the use of the graduated response to behaviour, and may be placed on the Special Needs Register and have an Individual Education Plan, which details interventions to be put in place to help them improve their behaviour. Children in KS1, who meet the criteria, may be considered for the Nurture Group provision. Behaviour will be monitored by the Senior Management Team using CPOMs. In all these cases, school will work closely with parents/carers to try to bring about the desired improvements.

Where a pattern of unacceptable behaviour continues despite school interventions, additional action will be taken:

- Children may be discussed at a School Support Team meeting and the SENDCO may request the involvement of outside agencies including an Educational Psychologist.
- If not already in place school may put in place an Individual Behaviour Plan for the child which might incorporate specialist advice.
- A Risk Assessment may need to be carried out if the child's behaviour presents a risk to their own or others' safety in school.
- Where school have implemented professional advice but there has not been sufficient improvement, formal assessment by the Local Authority will be considered (application for a Needs Assessment for an Educational, Health and Care plan).
- Without sufficient improvements in behaviour, a suspension may be used to provide a clear signal of what is unacceptable behaviour and to show a pupil that their current behaviour is putting them at risk of permanent exclusion
- Ultimately, a permanent exclusion may be applied in response to a serious breach or persistent breaches of this behaviour policy: and, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils at our school. (See also the Trust Exclusion policy http://www.northgateprimary.norfolk.sch.uk/images/School_Info/policies/exclusions-policy.pdf)
- Action taken in relation to suspensions and exclusions will follow the Government Guidance at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

Agreed by Staff: 17th October 2023

Agreed by Committee: 13th October 2023

Reviewed Annually

APPENDIX 1 - HAVE YOU TRIED...

- ✗ **TELLING** the children how you expect them to behave in certain situations and referring to the class rules.
- ✗ **SAYING** the child's name in the flow of speech ie " and after that, Daniel, you need to finish sheet 2."
- ✗ **STOPPING** what you are doing / saying and waiting for quiet.
- ✗ **STANDING** close to the child who is disrupting.
- ✗ **LOOKING** at the child /children who is /are disrupting you.
- ✗ **CHECKING** that the child knows what they are doing. Do they need help to get started?
- ✗ **PRAISING** the whole class for being on task.
- ✗ **TARGETTING** children next to the child who is disrupting and praising for on task behaviour.
- ✗ **INVOLVING** the child (who is disrupting) in the class activity e.g. ask direct question.
- ✗ **SINGLING OUT** the child who is disrupting by giving him/her a special job e.g. holding a timer, distributing resources etc.
- ✗ **SURPRISING** the child who is disrupting you by praising them for previous actions e.g. "Remember when we did letter writing - yours was fantastic!"
- ✗ **ASKING** the child who is disrupting you for advice (make them the expert) e.g. "Bobby you are good at subtraction could you be the teacher for 2 minutes and show us how to"
- ✗ **GIVING** the child a WAY OUT of a difficult situation e.g. "Do you need time out?"

APPENDIX 2 REASONABLE FORCE

As a result of a change in the law from April 2007, teachers and other school staff now 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.

It is likely that parents will have been informed of previous behaviour problems and should a child be physically removed; a letter will inform them of this or a school PSP detailing possible action will be in place.

APPENDIX 3 Restorative Approaches

The restorative approach is a whole school approach to behaviour management and will lead to a reduced need for high level interventions.

5Rs -

RELATIONSHIP - RESPECT - RESPONSIBILITY - REPAIR - REINTEGRATION

Aims

- To create positive outcomes from negative behaviour
- To turn conflict into a teachable moment

What is a restorative approach?

- A process for resolving conflict
- A common language to resolve conflict
- A way of focussing on the need of both parties (harmed/harmer)
- Allows the wrongdoer(s) to understand the impact of their actions
- Encourages the wrongdoer(s) to take responsibility for their actions
- Enables children to learn from their mistakes

It is not a soft option

We use it because it:

- Encourages the wrongdoer(s) to take responsibility for their actions
- Praises acceptable behaviour / confronts unacceptable behaviour
- Asks young people to talk about the impact of their actions on each other
- Develops a culture of respect and responsibility

Corridor Conference

- What happened?
- What were you thinking / feeling?
- What needs to happen to put it right?
- What are you going to do differently next time?