



## **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)

### **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
- peer on peer 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.

### Class Rewards/Strategies

**YR/KS1** - All classes use the 'Good to be Green' resources. There is a wall display in every classroom with a 'pocket' for each child. Children start each day on *Green* and aim to stay there with appropriate behaviour. They can have a gold star card added to their pocket for extra good behaviour, setting a good example to others or for good improvement. A 'Stop and Think' card is added when behaviour is beginning to deteriorate. This can be followed by a Yellow warning card and a Red Consequence card if there is no improvement. Staying green all week can be rewarded with a certificate at the end of the week or a 'Good to be Green' stamp sent home via 'Marvellous Me' (our school texting/communication with parents system). Each class will choose a child of the week for the *Good to be Green* corridor display.

**KS2** - Children are organised into 4 houses (Bitterns, Swallowtails, Avocets, and Harriers) and can receive house points for good behaviour. 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 in KS2. Points are 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.)

### 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) Tell the child how they are expected to behave referring to School Rules.
- 2) If behaviour persists, give them a verbal warning (Stop and Think card in YR/KS1) Signal thanks to them when they comply (revert to *Green* in YR/KS1).
- 3) Behaviour continues - write their name under a 'Warning' on the board in KS2 and add a Yellow card in YR/KS1. (Rub out/revert to *Green* and signal thanks **as soon as the child complies.**)
- 4) Behaviour persists - apply consequence (Red card in YR/KS1) Send to another class (Could be for 5 minutes to calm down or as long as it takes for uncompleted work to be finished). Child is sent with a TA who lets the receiving teacher know why the child is being sent to them. For one-off incidents, teacher will use their discretion as to whether or not parents need to be informed e.g. if 5 minutes time out brings about

the required improvement in behaviour it may not be necessary to tell parents (but see '7' below).

- 5) Child refuses to leave the class and is causing a disruption/risk to own or others' health and safety and property - consider use of reasonable force (see APP 2) and contact a member of the Management Team for support.
- 6) Child refuses to leave the class but is not a risk to others' learning/safety - they will take unfinished work home and may be asked to work in another class the next day.
- 7) Staff will record any incidents of disruptive behaviour on CPOMS to ensure SLT/PSA are aware. If there are 3 incidents of this behaviour in one week, the HT will contact the parents and consider additional action.

### 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) The MSA/TA dealing with the child will remind them of the school rules they are not following.
- 2) If behaviour continues, the child will be placed on a 5 minute warning (required to stand at a given place e.g. against the wall or under the veranda for 5 minutes).
- 3) If a child continues with the unacceptable behaviour after the 5 minute time out, they will be sent in to the lunchtime supervision room for their key stage for the rest of lunchtime. They will also attend lunchtime supervision the next day.
- 4) The MSA/TA will notify the child's teacher and record the incident on CPOMS.
- 5) Any child whose behaviour warrants time in lunchtime supervision will attend it for two lunchtimes. If a child has three referrals to lunchtime supervision, 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.

### Dealing with Persistent Unacceptable Behaviour

Children who regularly display unacceptable behaviour 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 SENCO may request the involvement of outside agencies including an Educational Psychologist.
- 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.
- Without sufficient improvements in behaviour, or after a severe behaviour incident, a Fixed Term Exclusion may be applied.
- Ultimately, for a child whose behaviour has not improved despite every effort having been made to help them, and their behaviour continues to have a detrimental effect on their peers, a Permanent Exclusion may be applied. (See also the Trust Exclusion policy [http://www.northgateprimary.norfolk.sch.uk/images/School\\_Info/policies/exclusions-policy.pdf](http://www.northgateprimary.norfolk.sch.uk/images/School_Info/policies/exclusions-policy.pdf))

The special educational needs of the child will be taken into consideration but not at the expense of the wellbeing and safety of others as the school and the governing body have a duty of care to protect all within the building and ensure that every child feels safe and secure in school.

**Agreed by Staff:**

**Agreed by Committee:**

**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.

### **4Rs - 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?