



*A world of opportunities*

---

## **BEHAVIOUR POLICY**

### **Respect, Ready, Safe.**

Signed	<i>V. Garreth</i>
Role	Chair of Governors
Date	2 July 2020

Approved by (Committee)	FGB
Date approved	2 July 2020
Review frequency	2 Yearly
Date of next review	July 2022

# **Northwood Primary School**

## **Positive Behaviour Policy**

### **(including use of reasonable force)**

#### **Policy Rationale**

We believe that children will strive to reach high standards of behavior and low expectations will illicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive behaviour policy. We wish to ensure a happy and caring community, which encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We wish to implement a positive behaviour system in which all adults within the school consistently model the desired standard of behaviour. We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour.

As a school we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of the school community. We also believe that it relies on consistent, calm adult behaviour, relentless routines, and caring relationships. At Northwood we use 3 simple words as our code of conduct:

- Respect – Teachers come to school to teach
  - Ready – Students attend school to learn
  - Safe – Everyone at Northwood Primary School must be safe and feel safe
1. We expect all members of our school community to demonstrate and embed these rules within every activity and every environment within school.
  2. The attitude of all staff towards the implementation of this policy is crucial. It is the adults within school that determine the environment in which good relationships can flourish.
  3. All staff should consider themselves responsible for pupils within sight or sound of them. Behaviour, like safeguarding is everyone's responsibility.

#### ***\*Please see the Home/School Agreement***

At Northwood we recognise that the vast majority of our pupils show good behaviour, reinforcing our respect, ready, safe code on a daily basis. It is vital that all adults recognise this by using meaningful praise, positive reinforcement and rewards.

#### **Useful strategies include:**

- Catching children doing the right thing
- Personal acknowledgment
- Moments of sincere, private verbal praise.
- Golden Time.
- Nomination for the Golden Behaviour book – praise in Big Sharing Assemblies.
- Being chosen to represent the school.
- Being chosen to be a School Ambassador/Council Rep.

- Postcards home from school staff
- Postcards home from Miss Hussey/Mrs Mumford
- Hot chocolate with Miss Hussey/Mrs. Mumford and a chosen friend.

**We understand that:**

- Praise should be appropriate to the circumstance and age.
- It is better to praise for the effort a child has put in, rather than using terms such as ‘you are a good girl/boy’. This ties in with our ethos of Growth Mindset.
- Praise should be timely.
- Praise should be an expected and enjoyed part of the life of the class.

**All staff in school should actively seek to promote good behaviour by:**

- Persistently aiming to catch children doing the right thing.
- Teaching children the behaviours that they want to see.
- Treating children how they would want to be treated.
- Reinforcing conduct/attitudes that are appropriate to context.
- Relentlessly, working to build mutual trust even when it is broken, time is wasted, and promises are not kept.
- Refusing to give up on any child.
- Keeping their emotion for when it is most appreciated by children.

Some children may require additional incentives to modify their behavior and these will be planned and discussed with the teacher and SENCO.

Rewards could be earned quickly and easily for such things as smart lining up, good listening, and sitting in class and during assemblies etc.

The children should also have an opportunity to nominate other children for rewards too.

**Sanctions:**

**Loss of Golden Time or Playtime**

- Time out of Golden Time is broken up into 5-minute chunks.
- Children can sometimes miss playtime if this is deemed appropriate. This is called ‘Manners Club’ for Key Stage 2 children.
- **Parents will not be informed of these each time they happen, unless it is becoming a regular occurrence, which warrants further action.**

All classes have a ‘Behaviour Log’ where any sanction/consequence is recorded.

**Loss of attendance at clubs or on school visits:**

If the behaviour of children does not improve then the Headteacher can stop children attending after school clubs or even school visits.

**Exclusions:**

These happen very rarely; however the Head Teacher and Deputy Head Teacher (Acting in the absence of the Headteacher) do have the authority to exclude a child either temporarily or permanently.

The Northwood Primary School Academy Trust bases its policy on exclusions on the statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRU) in England.

The decision to exclude a pupil will be taken only:

- In response to a serious or persistent breaches of the school's behavior policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

### **Hierarchy of Sanctions**

Most day-to-day behaviour issues are managed through the implementation of Golden Time with the children owning the responsibility for the loss and recovery of this. In the rare occasions when the loss of Golden Time is deemed insufficient, then the Head teacher may need to intervene. Children with emotional /behavioural difficulties will be monitored and managed by the SENCO, Headteacher, class teacher and relevant outside agencies, (after consultation with parents).

### **Non-Negotiables for Behaviour:**

- Deliberate physical injury (not rough play)
- Deliberate behaviour intended to, or likely to, cause physical injury
- Deliberate damage of other people's property
- Deliberate damage of the school building or property
- Bullying of any type
- Verbal abuse including racist/homophobic language

**All of these must be investigated by the Senior Leadership Team (SLT).**

### **Bullying, racism or harassment:**

The school does not tolerate bullying of any kind. Incidences of this are rare and are usually dealt with quickly and effectively in the same way as other inappropriate behaviour. If we discover that an act of bullying or intimidation has taken place, and we can evidence this, we will act immediately to stop any further occurrences of such behaviour. **It is important to note that not all reported incidents are in fact bullying and children's perception of bullying is often a simple falling out with a friend.**

### **Serious Incidents:**

There are some serious types of behaviour that will need to by-pass the usual sanctions. These will be treated on an individual basis and the circumstances investigated. In these circumstances exclusion may be considered for a first or 'one-off' offence. This will only happen in very serious circumstances.

### **Use of Force:**

The judgement on whether to use reasonable force and what force to use depends on the circumstances of each case. Staff will only intervene physically to restrain children to prevent injury to a child or if a child is in danger of hurting themselves. The actions that we take are in line with the government guidelines on the restraint of children. All staff have the legal right to use reasonable force. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE guidance – ***Use of Reasonable Force – Advice for head teachers, staff and governing bodies. (July 2013)*** Reasonable force should be limited to emergency situations and used only as a last resort when all other strategies have been exhausted.

### **Playtimes:**

Playtime can be the most challenging time for children to manage their own behaviour. The highest expectations are placed upon the children to meet the standards expected of them.

We recognise that children's behaviour in the playground is inextricably linked to our behaviour management and PSHE teaching in the classroom. Therefore we recognise that all staff must work in partnership to raise standards and maintain consistency.

**Northwood Primary School has the right, if necessary to expect parents to pick their child up over the lunchtime period, if their behaviour is persistently breaking our code of conduct and they are endangering themselves or/and others.**

**Conclusion**

We aim to foster a community where all individuals are welcomed and supported. We aim to teach respect, understanding and an awareness of the needs of others within the school and wider community.