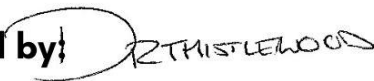
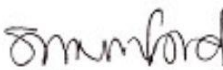


NORTHWOOD PRIMARY SCHOOL

Behaviour Policy

Approval Date: 4th December 2025

Approved by:  **Chair of Governors**

Approved by:  **Headteacher**

Date of next review: Autumn Term 2026



Northwood Primary School Behaviour Policy

1. Purpose

This policy sets out clear expectations for behaviour in our school. It ensures that every child has the right to learn in a safe, supportive, and inclusive environment. While we celebrate individuality and diversity, we also recognise that disruptive behaviour can interfere with the learning and wellbeing of others.

2. Values

Our school community is built on five guiding values:

- **Belonging:** Every child feels valued, included, and part of our school family.
 - **Empathy:** We listen to and understand the feelings of others, showing kindness and care.
 - **Equality:** We treat everyone fairly, making adjustments where needed so all pupils can succeed.
 - **Resilience:** We encourage perseverance, helping pupils to learn from mistakes and keep trying.
 - **Responsibility:** We take ownership of our actions and choices, supporting a safe and respectful environment.
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3. School Rules

We use three simple, memorable rules across the school:

- **Ready:** Pupils arrive on time, wear the correct school uniform, come prepared with the right equipment, listen carefully, engage positively in learning, and try hard in all tasks.
 - **Respectful:** Pupils use kind words, treat others with dignity, listen to adults and other children in our class, respect property and the environment, and follow the law and the rules of the school and wider society.
 - **Safe:** Pupils make safe choices, move calmly around the school, play responsibly at break times, and follow instructions first time, every time.
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4. Responding to Disruptive Behaviour

We recognise that some pupils may struggle with behaviour. Our approach is supportive but firm:

- **Step 1 – Reminder:** A clear, calm reminder of expectations.
 - **Step 2 – Warning:** A formal warning that continued disruption will lead to consequences.
 - **Step 3 – Consequence:** Age-appropriate sanctions (e.g., loss of privileges, time-out, or reflection sheet).
 - **Step 4 – Escalation:** If behaviour persists, involvement of senior staff, parental contact, and individual support plans.
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5. Support for Pupils

- **Pastoral Care:** Access to ELSA, REST, or referral to external agencies where needed.
 - **Individual Behaviour Plans:** Tailored strategies for pupils with ongoing difficulties.
 - **Collaboration with Families:** Parents and carers are partners in promoting positive behaviour.
 - **Special Educational Needs (SEN):** Adjustments made in line with the Equality Act 2010 to ensure fairness.
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6. Rewards and Recognition

We believe in celebrating positive behaviour. Pupils will be recognised for:

- Arriving on time and wearing the correct uniform
- Being prepared with the right equipment and trying hard in all tasks
- Listening carefully to adults and following instructions first time, every time
- Showing kindness, empathy, and respect for others, property, and the environment
- Following the rules of the school and wider society
- Making safe choices and playing responsibly

Reward Systems

Our rewards are designed to motivate, celebrate, and reinforce positive behaviour across all age groups:

- **Verbal praise** from staff
- **Stickers** for effort and achievement
- **Sharing work** with peers, staff, or in assemblies
- **Marbles in the Jar** (EYFS/KS1) for collective class rewards
- **Star in the Jar** (KS2) for individual recognition
- **Raffle Tickets** (KS2) for positive choices and effort
- **A Postcard home from Mrs Mumford** to celebrate success with families

- **Star of the Week** certificates in assemblies
 - **Friday positive phone calls home** from staff
 - **'Proud of You' Ticket** for exceptional effort or kindness
 - **Top Table in the lunch hall** for pupils showing exemplary behaviour
 - **Squash & biscuits with Mrs Mumford** as a special treat for consistent positive behaviour
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7. Serious Incidents and Exclusions

Certain behaviours — such as bullying, aggression, violence, or repeated disruption — will be dealt with firmly.

- **Immediate Response:** Removal from the situation and senior leadership involvement.
- **Recorded Incident Reports:** All serious incidents are recorded on CPOMS.
- **Parental Contact:** Parents are informed promptly.
- **Restorative Conversations:** Pupils are supported to repair relationships and reflect on their actions.

Exclusions

- **Suspension:**
 - May be used when behaviour is persistently disruptive or poses a risk to safety.
 - Length of exclusion will be proportionate and in line with Department for Education (DfE) guidance.
 - Work will be provided for the pupil to complete at home.
 - Reintegration meetings will be held to support a positive return to school.
 - **Permanent Exclusion:**
 - Considered only as a last resort when all other strategies have failed, or when a pupil's behaviour poses a serious and ongoing risk to the safety and learning of others.
 - Decision made by the Headteacher, in line with statutory guidance.
 - Parents/carers have the right to appeal through the governing body and local authority processes.
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8. Monitoring and Review

- Behaviour logs are maintained to track patterns.
 - Policy reviewed annually.
 - Adjustments made to ensure inclusivity and effectiveness.
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Appendix 1

Steps to support Positive Behaviour

We use the following three step structure to encourage positive behaviour and manage negative behaviour:

EYFS and KS1

	Expected Behaviour in school	Possible action in school
	Following instructions from any member of staff Listening when others are talking Moving around carefully and quietly Showing respect to people and property Taking responsibility for actions and words	Recognition and Rewards
Low level Behaviour		
Step 1	Ignoring instructions Arguing with others Pushing in the line Shouting at others Talking when it is time to listen Accidental damage due to carelessness	Resolution of issue –listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/individual ‘get back to green’ strategies Clear verbal/visual warning Time out in class break out space
Moderate Behaviour		
Step 2	Persistent Step 1 behaviour Deliberately causing a disturbance Talking back to staff Name calling ‘Play fighting’	Resolution of issue –listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/individual ‘get back to green’ strategies Conversation with parent Record on CPOMS
Serious Behaviour		
Step 3	Persistent Step 2 behaviour Throwing objects to hurt someone Damaging school property Spitting, kicking, punching Running away from an adult	Resolution of issue –listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/individual ‘get back to green’ strategies Conversation with parent Record on CPOMS Relevant outside agency contacted if necessary Conversation with SLT Suspension Permanent exclusion (as a last resort)

KS2

	Expected Behaviour in school	Possible action in school
	Following instructions from any member of staff Listening when others are talking Moving around carefully and quietly Showing respect to people and property Taking responsibility for actions and words	Recognition and Rewards
Low level Behaviour		
Step 1	Ignoring instructions Arguing with others Pushing in the line Shouting at others Talking when it is time to listen Name calling	Resolution of issue –listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/individual ‘get back to green’ strategies Clear verbal/visual warning Verbal apology by child Time out in class break out space Missing part of playtime Class teacher to speak to parent/s
Moderate Behaviour		
Step 2	Persistent Step 1 behaviour Persistent refusal to follow instructions Running away from an adult Deliberately causing a disturbance Talking back to staff Swearing ‘Play fighting’ Throwing objects Damaging school property	Resolution of issue –listening to child Reminder of expected behaviour Use scripted intervention Reminder of class/individual ‘get back to green’ strategies Sent to DHT Telephone call to parent meeting with teacher/parent Record on CPOMS Loss of playtime Internal exclusion
Serious Behaviour		
Step 3	Persistent step 2 behaviour Verbal abuse to staff/children Violence or dangerous/threatening behaviour posing a risk to the safety of self and/or others Persistently leaving/refusing to return to the classroom Holding an object with intention to use as a weapon Physical assault towards staff/children Throwing objects to hurt someone Vandalism Stealing	Involvement of DHT/HT Loss of playtimes Record on CPOMS Use scripted intervention Complete reflection sheet Telephone call to parent Relevant outside agency contacted if necessary Internal exclusion Removal from after school clubs / residential trips / out of hours childcare Suspension Permanent exclusion (as a last resort)

	Any hate language, discrimination or abuse related to the protected characteristics or any sexualised behaviour will be seen as a safeguarding concern and should be referred to the DSL on duty immediately and recorded on CPOMS	Refer to DSL Speak to the child Reminder of expected behaviour Use scripted intervention DSL to call parents to arrange a meeting to discuss Possible internal/fixed term exclusion Relevant outside agencies contacted to provide advice and support if necessary Conversation with SLT Internal exclusion Removal from after school clubs / residential trips / out of hours childcare Suspension Permanent exclusion (as a last resort)
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