

Northowram Primary School

Behaviour Policy

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Name of Policy Writer	Northowram Primary School
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Introduction



We work in partnership with parents and carers to guide, encourage and instruct children within a framework of rules and values. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone can learn in calm productive classrooms and play cooperatively in safe playgrounds.

At Northowram Primary School, we are a family so shared values are important. We have the highest expectations of conduct – we believe in the importance of good manners and in treating others with care and respect at all times, both in and outside of the classroom and throughout the school day. This policy will support us all to have consistent, positive and purposeful school-wide practices.

We aim to:

- Ensure lessons in all classrooms are free from interruption due to poor behaviour so that learning is maximised for all children
- Promote and recognise positive behaviour
- Educate children to be aware of and take ownership of their behaviour including taking responsibility when mistakes are made
- Promote and expect children to live their daily lives in school demonstrating our school values of kindness, honesty, endeavour, courage, forgiveness and gratitude
- Support children to develop positive caring relationships with each other
- Support children to develop self-control and regulation
- Resolve problems taking a restorative approach
- Take preventative steps to reduce the likelihood of bullying behaviour and take swift action to ensure any bullying behaviour is stopped promptly if it occurs (see Anti-bullying policy for further information)
- Support children with SEND well so that they meet our aim that **all** children follow the school rules
- Ensure our pupils and staff are safe from abuse or assault
- Ensure all adults use consistent approaches to promote positive behaviour

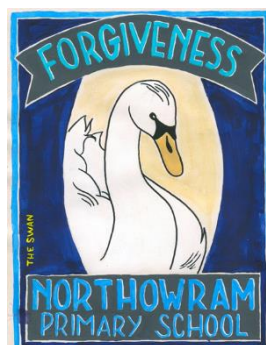
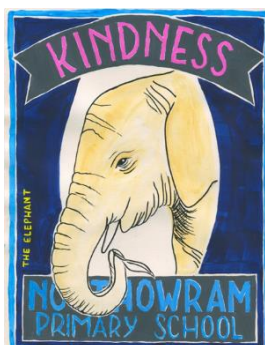
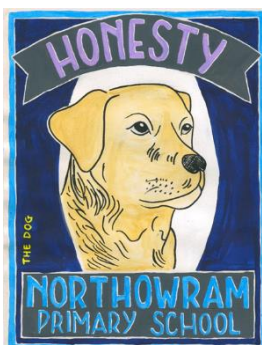
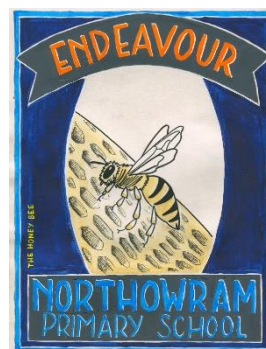
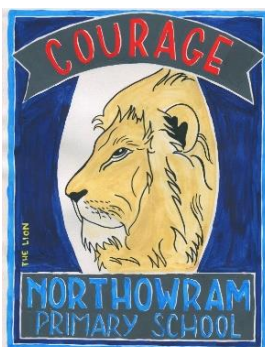
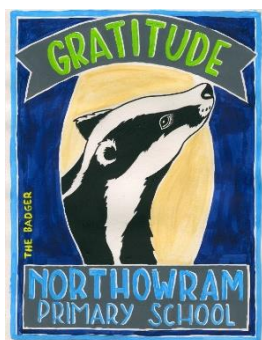
Northowram Primary School Rules

As members of our school family, we have 3 school rules. We expect all children to follow these;



Northowram Primary School Values

Daily life in school is underpinned by our school values;



Adults in School

Adults working with children in school are trained on a relational approach to behaviour management. We know that the way in which we behave and interact with pupils as adults impacts on the behaviour of the children in school. Adults in school are trained in applying the following consistent '4 Pillars' which underpin our behaviour management practice:

Calm, consistent adult Behaviour

Adults in our school are trained to remain calm when dealing with behaviour from children which may not always be in line with our school rules. Adults use this pillar to ensure that they **praise in public and reprimand in private** wherever possible. **Shouting is avoided** wherever possible and, whilst behavior which falls short of our school rules will be corrected, adults in school treat children with kindness and respect.

First Attention to Best Conduct

Adults in school recognise good behaviour in line with our school rules and values in lessons, at playtimes and at lunchtimes. **Positive recognition boards** are in place in every classroom where children following school rules are publicly recognised **and certificates** are shared with families for children who consistently uphold school expectations around conduct and the following of school rules.

Relentless Routines

Adults in school are trained on how to develop routines in and out of the classroom which support the smooth running of lessons, learning and play. These include 'Tremendous Transitions' when pupils move between activities, 'Legendary Line-ups' when pupils are required to line up to enter or leave the classroom, consistent 'Stop Signal' (hand up), 'Super Settle' when pupils are returning to learning after a transition e.g. lunchtime and 'Wonderful Walking' for times when children are required to move around school. Routines are rehearsed and practised until they become second nature to children.

Restorative Follow-up

Adults in school are trained in how to repair relationships following an event where behaviour which falls short of our school rules has occurred. Adults in school believe that this is essential to the healthy development of pupils. Restorative practices are used to help children to understand the impact of their actions on others and deepen their relationships with their teachers, adults and peers in school.

See Appendix 1 for Behaviour Policy Blueprint

Consistent Practices

We recognise that an integral part of our behaviour curriculum (through PSHE) involves teaching and supporting children when they have not followed our school rules.

Every adult in our school is important and has the ability to deal with behavioural incidents. Staff will deal with most behaviours which take place during lessons, unless further action is required from the Leadership Team.

At Northowram Primary school, we encourage positive behaviour and the use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with the specific incident. Consequences implemented will be productive and supportive, these include, but are not limited to;

- Two minutes owed- a reflective time where the child and member of staff can privately discuss their actions and how it has impacted on others. The purpose of this is to enable the adult to remind the child of our school rules and/or values and to encourage positive behaviour in the future.
- Payback time- is an appropriate action linked to the incident and rule and/or value which has not been shown. For example, if a child has not completed class work, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child to help repair the damage.
- Time out in another classroom- this works best when it is has been planned with another colleague where a short, agreed amount of time has been decided upon. This gives the child time to calm down, regain composure and regulate. On return back to the classroom, children should be subtly welcomed and redirected to their task. If Time-out is required, children will not be sent out into corridors or anywhere where they are unsupervised
- Phone call home- parents should be informed via a phone call home or a face to face meeting if their child is persistently not following the rules or if behaviour is declining in order to gain support and work in partnership with families.

At Northowram Primary School, learners are held responsible for their own behaviour. Staff deal with behaviour without delegation. Staff will use the 'Stepped Plan' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

	Steps	Useful language and actions
Step 1	Nudge..... Take up time	<i>XXX, you're... (e.g. running in the corridor/ talking when I'm speaking...) This is a reminder that you need to XXX. Think about making the right choice. Thank you.</i> If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up). There are no set number of reminders. Distractions can work well at this point, as non-verbal cues e.g. Makaton signs so that you do not have to stop the flow of your teaching (see appendix 4)
Step 2	Warning and a minute.... Take up time	<i>XXX, I need you to...(e.g. walk in the corridor /listen when I am speaking), yesterday you were brilliant at (listening to Ruby when she explained her thinking in maths/ did that excellent work in phonics), I need to see this today. Thank you.</i> Give this message as privately as possible. Walk away so as not to get into a back and forth negotiation. Ignore minor secondary behaviours.
Step 3	Script and two minutes after.... Lots of take up time	<i>XXX, at Northowram, we (link to school rules; respect and listen so that everyone can learn/ we keep our hands to ourselves so that we are safe.) If you continue to... (e.g. run/ speak when I'm speaking) then I will have to [consider a suitable consequence e.g. payback time, owe 2 minutes or spend some time in another classroom].</i> Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.
Step 4	Time out/Cool offthe child is to go to a no-blame environment- this time must address the question: 'How can we return this student to their next lesson, calm and ready to learn?'	<i>XXX, I have noticed that you are struggling to (noted behaviours e.g. keep your hands to yourself/ having trouble getting started). You are not making the right choice of being XXX. You have chosen to (choose a consequence e.g. be sent to another classroom, sit on the bench to allow for some thinking time). I will come and speak to you at the end of the session. Thank you for listening.</i> <i>*Do not describe the child's behaviour to other adults in front of the class/child. This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in another classroom, a quiet area in the classroom or another appropriate place.</i>
Step 5	Follow up, repair and restore..... the most important part of the process. Can be an informal chat at breaktime, a walk and talk or a more formal meeting with a senior member of staff present.	A discussion at the next break about what happened and how it can be avoided in the future needs to take place, this will give children the opportunity to learn from the choices that they have made. Therefore, following an incident, the adult involved will have a restorative conversation with the child based around 5 key questions: <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? This is the point when there will be an agreement between the child and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future. If the discussion is difficult and the child needs some support in dealing with what happened, the restorative Discussion; Listen, Link, Learn sheet can be used (appendix 2).

Children working beyond our Behaviour Policy

Where it is the case that a child is finding it difficult to follow the school rules, school staff, SENDCO, parents and carers and outside agencies, as appropriate, work together swiftly to plan a way forward. Plans are designed to provide additional support and guidance so that rapid progress can be made to meet our aim that **all children** will follow the school rules:

- An individual behaviour plan will be written (see appendix 3 for template). This identifies short term, measurable targets linked to improved behaviour, and strategies that will be used at school (and home in many cases) to support these positive changes.
- Progress towards these targets is closely monitored and reviewed in regular meetings between school and family.
- School staff liaise with the SENCO and leadership team for advice on strategies and to discuss progress.
- The school works with other professionals such as: Educational Psychologist, Family Support and ASD service to gain the best advice and support for children, school staff and families where an additional Special Educational Need or Disability may make it more difficult for a child to follow the school rules.
- School provides reasonable adjustments to practice and provision such as; access to the Sensory Room, a calm-box, regulation strategies such as 'walk and talk', social stories and interventions to help children and it is expected that they will follow the school rules with this support.

Physical Interventions

All adults are trained in de-escalation strategies to help them help children who become dysregulated, lose their tempers and/or become aggressive towards staff or children. School staff have a duty of care to all staff and pupils which means that sometimes, it may be necessary to physically intervene with a situation to move a child or stop a situation where a child may be harming others or damaging school or others' property. Before using a physical intervention, school staff should consider whether it's use is reasonable, necessary and proportionate.

Calderdale Health and Safety Officers advise schools to ensure that key staff members are trained in the use of appropriate physical intervention. 5 staff members are trained by attending a certificated 'Team-Teach' course in the use of appropriate physical intervention and training is kept up to date. Physical interventions should be avoided where possible and must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.
 - Only the minimum force necessary to prevent injury or damage should be applied.
 - Every effort should be made to secure a minimum of two Team Teach trained members of staff present before applying the intervention. Other staff can act as assistants or witnesses.

- Once safe, the intervention should be relaxed to allow the child to regain self-control.
- Intervention should be an act of care and control, NOT punishment.
- Physical intervention should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the intervention should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

All occasions where physical interventions have been used are logged on our monitoring system and are always reported to parents and carers.

Suspensions and Permanent Exclusions

Northowram Primary School follows the guidance set out by the Department for Education [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Whilst the decision to suspend or exclude is never taken lightly, suspensions and exclusions are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in our school and maintain the safety of our school community. The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes necessary and it is accepted that not all pupil behaviour can be amended or remedied by support, pastoral processes, or consequences within the school.

Northowram Primary School Behaviour Blueprint

We work in partnership with parents and carers to guide, encourage and instruct children within a framework of rules and values. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone can learn in calm productive classrooms and play cooperatively in safe playgrounds.

Calm, consistent adult Behaviour

1. Meet and Greet
2. Avoid shouting
3. Positive noticing
4. Model our values
5. RIP (reprimand in private) and PIP (praise in public)
6. Be kind
7. Be respectful
8. Be calm

School Rules



First Attention to Best Conduct

1. Positive recognition boards
2. Marvellous me
3. Hot chocolate Friday
4. Celebration assemblies
-success certificates
-values certificates
5. House points

School Values



Relentless Routines

1. Wonderful walking
2. Legendary line-ups
3. Tremendous transitions
4. Consistent stop signal used inside and outside
5. All children to be led to and from the playground by a teacher
6. Super settle (ready to learn, quickly after transitions)

Scripts

XXX, at Northowram, we (link to school rules; respect.) If you to continue to... (noted behaviour) then I will have to [consider a suitable consequence e.g. pay back time, owe 2 minutes or spend some time in another classroom].

XXX, I have noticed that you are struggling to (noted behaviour). You are not making the right choice of being XXX. You have chosen to (chose a consequence e.g. be sent to another classroom). I will come and speak to you at the end of the session. Thank you for listening.

Stepped Plan

1. **Nudge**..... Take up time
2. **Warning and a minute**.... Take up time
3. **Script and two minutes after**.... Lots of take up time
4. **Time out/Cool off**the child is to go to a no-blame environment- this time must address the question: 'How can we return this student to their next lesson, calm and ready to learn?'
5. **Follow up, repair and restore**.....the most important part of the process. Can be an informal chat at breaktime, a walk and talk or a more formal meeting with a senior member of staff present.

It is the aim that learners should be kept at steps 1 and 2 for as long as possible

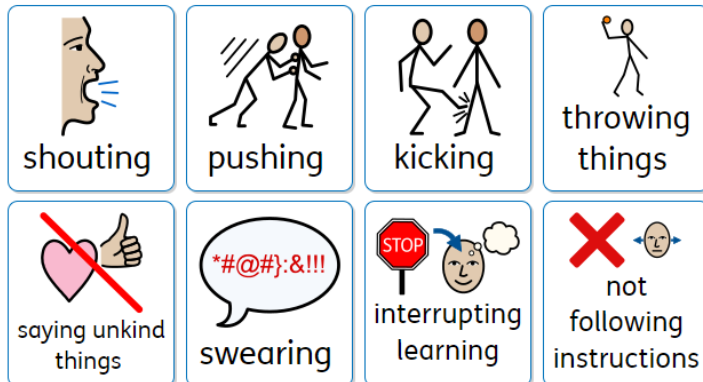
Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

Appendix 2; Restorative Discussion; Listen, Link, Learn

What happened?

Be open and clear about your interpretation of the incident if they cannot remember e.g. I saw.....



What was I feeling?



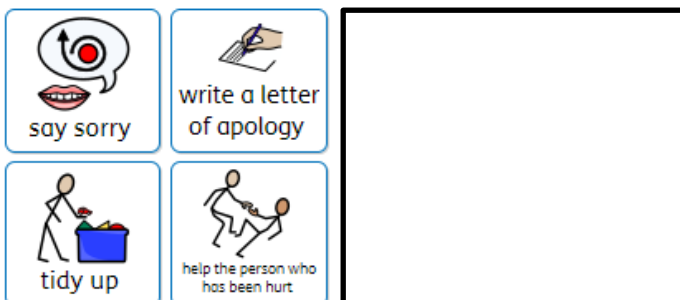
What school rule do I need to think about?



What could I do next time?



How can I make it better? How can I show that I am sorry?



Name _____ Date _____ Completed by _____

Behaviour Support Plan Template



Positive Behaviour Support Plan

Name of child:

Name of setting:

Northowram Primary School

Start date of plan:

Behaviour we want to change:

Identified Triggers

Identified Warning Signs

Function of the behaviour:

Escape ☐

Avoidant ☐

Sensory ☐

Attention ☐

Primary Prevention Strategies – Green to be happy and calm

The Green zone describes things we can do to help XXX be in a calm, alert state when he feels happy, content, focused, peaceful or calm. In this zone, XXX feels safe and is in a great position for learning. XXX will smile often when in this zone, respond to praise and contribute ideas to discussion. He will take care to complete his work and will want to please adults.

1. Strategies to eliminate or reduce triggers

2. Strategies to replace the behaviour to achieve the same outcome

3. How you will reward positive behaviour

Secondary Prevention Strategies and also to use following crisis – Yellow for reducing anxiety

In the yellow zone, XXX energy will be higher and his emotions will get stronger. He may experience stress, frustration, anxiety, excitement, silliness, confusion and his desire for sensory feedback especially movement will increase. He will move more and begin calling out, may get out of his seat and seem restless and have his hood up. Action needs to be taken by XXX and adults to help him regulate his energy and feelings as they get stronger. Taking these positive actions is a real success for XXX and the aim is that he can use these strategies increasingly independently as time progresses.

Red for keeping the child and others safe. When XXX is in the red zone, his challenging behaviours will increase – shouting, roaming, disruption to learning and teaching will occur and he will be unable at this point to use the help and support provided in yellow and green zones. XXX will be uncooperative, say no to yellow zone support and repeat behaviours such as shouting out and throwing objects, be out of his seat and disrupt others in their learning. He may break the rules for the use of time-out and other resources that are there to help him and physically avoid adult support (run off/back off from approaches by adults) Over time, the aim is that XXX will be successful in using yellow zone strategies so that he is rarely if at all dysregulated to this extent. Parents will always be informed when XXX has been in this state of dysregulation and always informed if Team Teach strategies have been required.

Outcome you are hoping for (Consider how much you would like to reduce or eliminate the behaviour)

People who have contributed and agreed this plan (Parent/carers and/or other professionals)

Click or tap here to enter text.

How often you review this plan

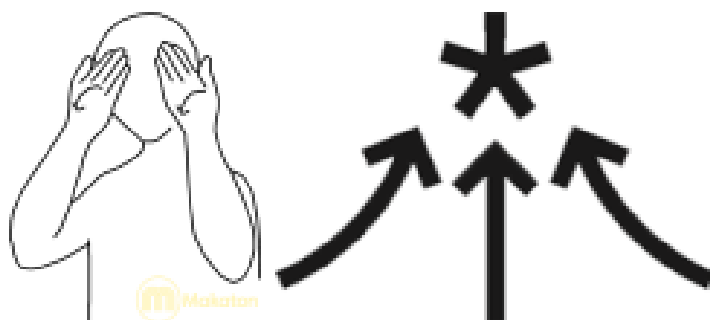
Weekly review meetings with XXX and his parents are designed to help and expect XX to make rapid progress over the next half term. Weekly review notes are recorded in the next section of the plan. If success is gained after the first 3 weeks, move to fortnightly meetings.

Review Record

Date	Has the behaviour reduced in line with your planned outcome? Yes/No	Is the review in response to an incident? Yes/No	What adjustment have you made to the plan?	Name of person reviewing



Ready



Respectful



Safe