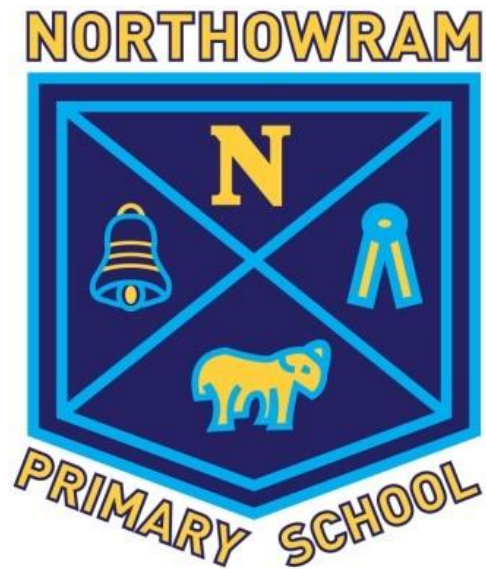


Northowram Primary School

Behaviour Policy



Version	12/19
Name of Policy Writer	Northowram School
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Last Updated	December 2019
Next Review Due	December 2020

Our Behaviour Policy

We believe that as a school, we work in partnership with parents and carers to lead, guide, encourage and instruct children within a framework of rights, responsibilities and rules. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's rights and responsibilities are addressed.

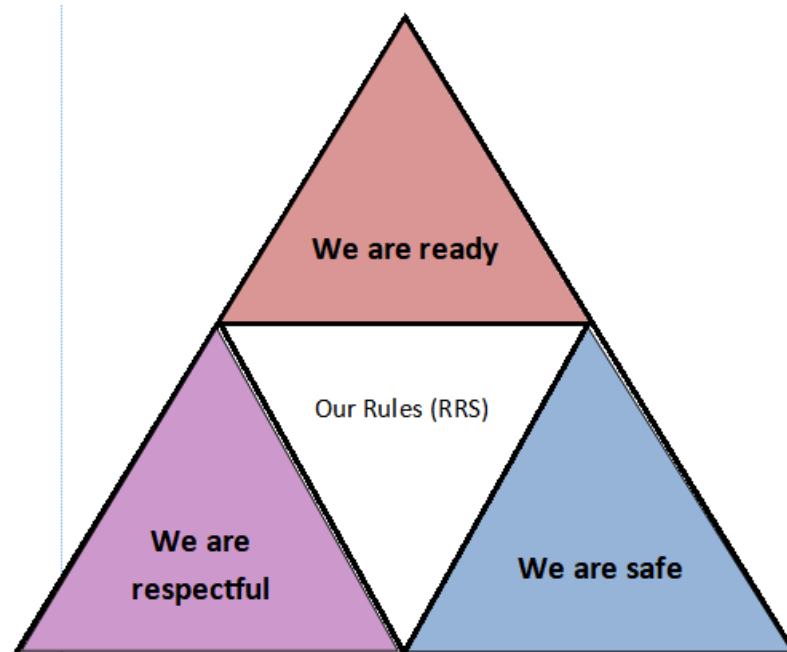
Here at Northowram we are a family so shared values are important. We have the highest expectations of conduct – we believe in the importance of good manners and in treating others with care and respect at all times, both in and outside of the classroom. This policy will support us all to have consistent,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

It is our aim to:

- Encourage positive behaviour
- Enable children to be aware of and take ownership of their behaviour.
- Support children to develop positive caring relationships with each other.
- Enable cooperation and self-control.

We have three school rules:

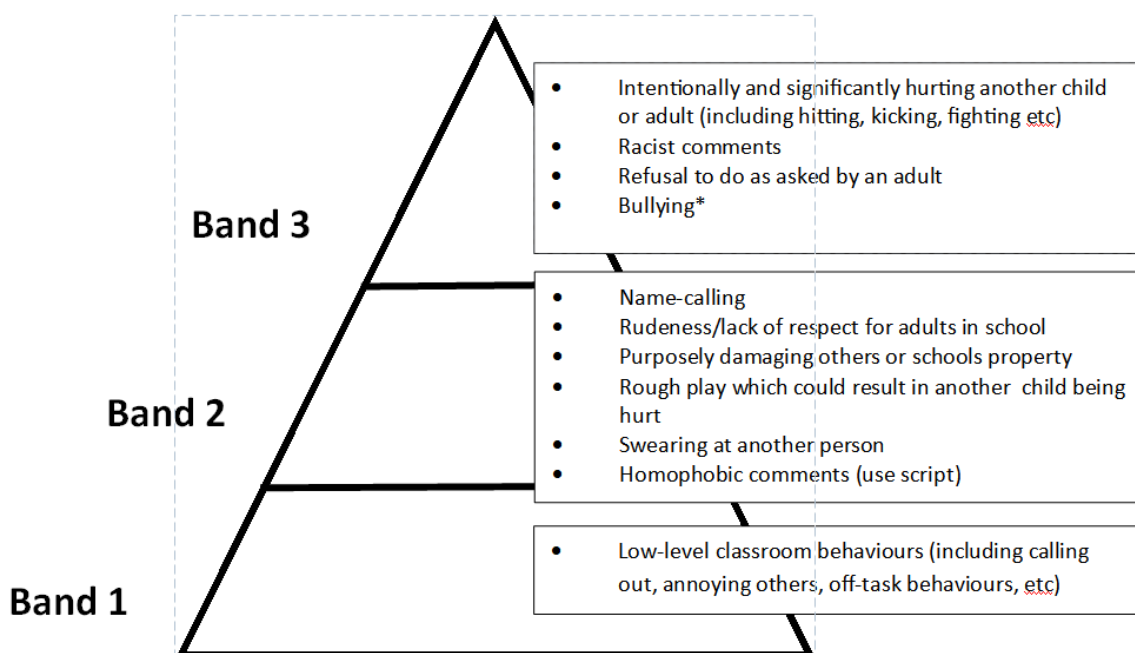
- 1) We are ready
- 2) We are respectful
- 3) We are safe



Behaviour Consequences

We have high expectations and fair rules in our school. If children make it difficult for themselves or others to follow our three school rules: be ready, be respectful and be safe, consequences will be applied.

There are **three bands** of behaviour that our school finds unacceptable.



***Bullying: Sustained verbal or physical attacks on an individual by individuals or groups will be explored in line with 'mean, rude or bullying' campaign that is present in school – this will be recorded and followed up, initially, by the class teacher before the Deputy Headteacher/Headteacher becomes involved.**

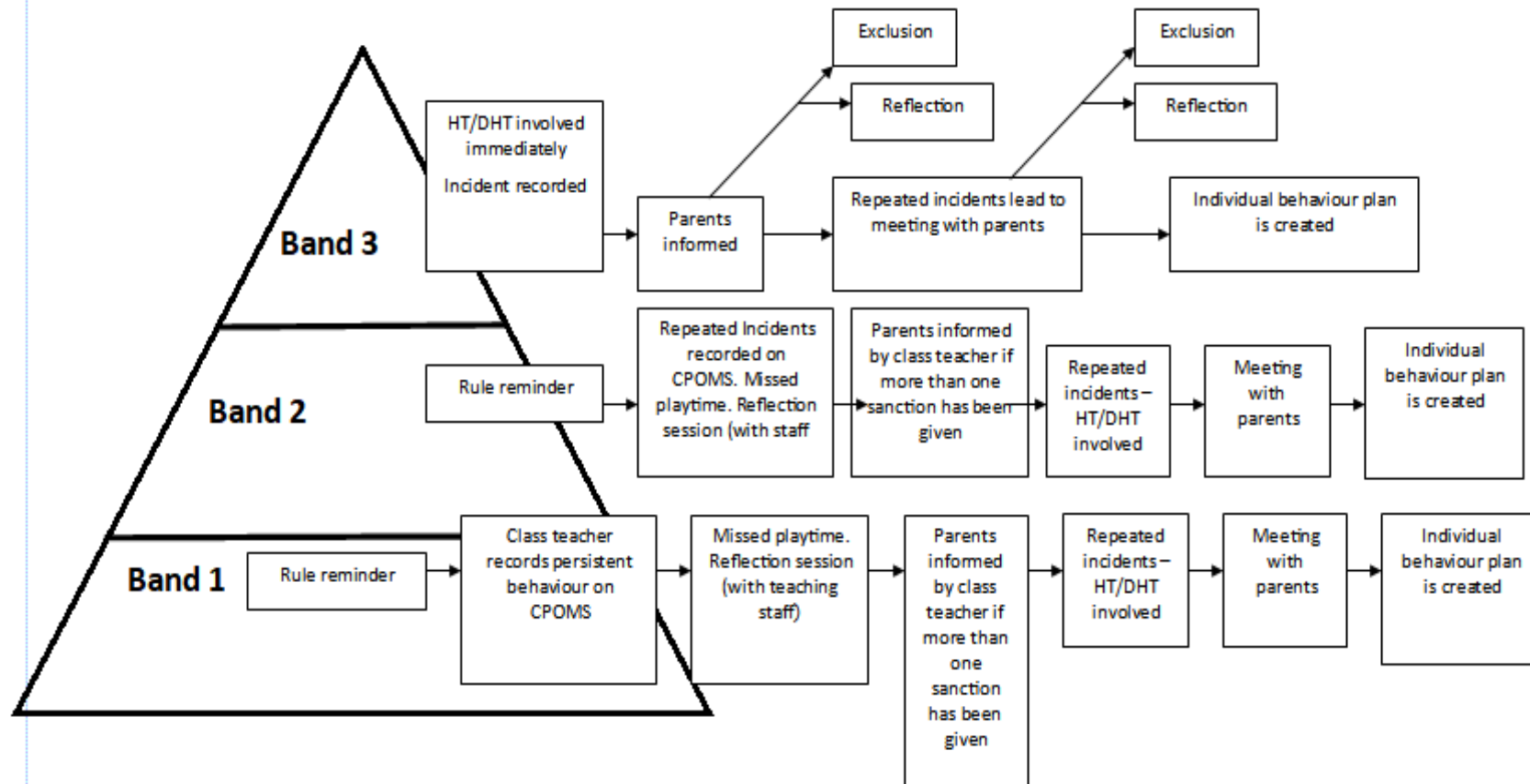
This triangle describes and categorises different bands of behaviour in order of seriousness. It is up to the school's discretion to decide which band specific behaviours (which may not be described explicitly here) fall into, and to therefore respond with appropriate consequences.

Behaviour Consequences: At Northowram Primary School we learn from our mistakes.

This diagram provides a summary of progressive sanctions which will usually be applied to promote responsible behaviour

Behaviour Consequences: At Northowram Primary School we learn from our mistakes...

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Behaviour Consequences

In our school we operate a PIPS and RIPS policy (praise in public and reprimand in private)

The 4 Ws approach – ‘Reflection’

We want children to learn from and take responsibility for their mistakes. During reflection time, pupil/staff relationships should be built back up with an emphasis on ‘repair and rebuild’.

Consequences should be clear and in the main involve missed time from playtime with the member of staff involved.

During a period of reflection (which should happen when the child has calmed following an incident – usually next playtime or lunchtime). During a period of ‘reflection’, children will be asked to respond to a number of key questions on a reflection sheet:

- **What did you do?** *children are required to be specific about the behaviour in question*
- **What rule did you break?/what right did you affect?**
- **What is your explanation?** *This is a right of reply question*
- **What do you think you need to do to put things right?** (please support the children where necessary to come up with a suitable action – encourage apologies to children and staff, letters of apology, statements about their intents in the future)

Sometimes, there is a need for TIME-OUT

Time out (*when children are excluded temporarily from their learning and social environment*) is an appropriate strategy:

- When children lash out (hit, kick, push furniture over etc)
- For any aggressive behaviour to others, including verbal abuse
- For *persistent* calling out or interfering with other children’s right to learn or the teacher’s right to teach
- For any significantly unsafe behaviour

Time-out can:

- Protect children’s and teachers’ rights

- Give the disruptive child time to cool down and regain composure
- Allow the disruptive child some thinking and reflection time
- Give the class and teacher necessary cool-off time

Where possible, time-out will be managed within the classroom, moving a child away from their peers to a different area of the classroom.

If this is not possible, or there is a need for a more obvious removal from the peer-group, children may be asked to spend time in another classroom for an agreed amount of time.

Where appropriate children can take work to be completed – on return to their classroom children should be subtly welcomed and redirected to their task.

Children will not be sent out into corridors.

Rewarding Good Conduct

High standards of conduct are the expected norm at our school.

Our expectations in this area are communicated through assemblies, displays in classes and shared areas, explicit teaching and through the ethos within each class and throughout school.

Positive praise will be used to recognise good conduct. House points will be given by all staff in recognition of pupils doing the right thing. ‘Star of the week’ celebrations should take place each week, throughout the year, to celebrate each and every child in the class.

In addition to this, individual class teachers may:

- devise systems for rewarding whole class good behaviour (e.g. marbles in a jar leading to class ‘treats’, table points)
- Implement individual reward systems (e.g. star charts) as appropriate for their class.
- Devise reward systems linked to good behaviour as a key part of individual behaviour plans which will be used to motivate individuals to make positive changes in their behaviour.

Inclusion

We will help all children to learn to make the right choices, and to understand the effect of their actions on others.

Where it is the case that a child is finding it difficult to respect the rights of others, or where a child’s behaviour has been identified as a barrier to their own learning, then school and parents (and outside agencies as appropriate) will work together swiftly to plan a way forward:

- An individual behaviour plan will be written. This will identify short term, measurable targets linked to improved behaviour, and strategies that will be used at school (and home in some cases) to support these positive changes.
- Progress towards these targets will be closely monitored.
- Class teachers will liaise with the SENCO and leadership team for advice on strategies and to discuss progress.
- The school will work 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.