



NORTHWAY PRIMARY AND NURSERY SCHOOL

'TOGETHER We can achieve anything'

INTERIM BEHAVIOUR POLICY AUTUMN 2020



RESPECT
TRUST
COURAGE
COMPASSION
FORGIVENESS
PERSEVERANCE
HOPE

Northway Primary and Nursery School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

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AIMS OF THE POLICY

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values Respect, Trust, Courage, Compassion, Forgiveness, Perseverance and Hope. (See Appendix)
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To build a community of independent learners who have high expectations for themselves.

PURPOSE OF THE POLICY

- To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

Consistency lies in the behaviour of adults. Where learners feel treated as valued individuals they respect adults and accept their authority. All adults at Northway demonstrate;

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripted interventions
5. Restorative follow up

ALL STAFF

1. Meet and greet at the door.
2. Refer to 'Northway Values' consistently
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition board throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving outside of the Northway values.

MIDDLE LEADERS

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will;

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

SENIOR LEADERS

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

‘All learners, all valued (all achieving) all of the time.’

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not accessing the opportunity for academic progress. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

We also recognise that we need to tailor to the developmental stage of all our children in school from Age 3-11. Our **Reward and Consequence Ladder** is tiered into three Key Stages. These can be found at the appendix to this document. All staff and parents have access to this either in school or electronically.

Learners who need more ... CHILDREN WITH SEND/SEMH

Northway Primary and Nursery School is an inclusive school, we are aware that for some children following the Northway Values all of the time could be challenging. The Behaviour Lead and the SENDCo/SEMH team work collaboratively with all Senior Leaders and individual teachers to support those children who find it difficult to regulate their behaviour. Positive Behaviour Management Plans are planned together to support children, parents and teachers and are discreet within the setting to support all children.

SUPPORTING DOCUMENTS

Please see the next pages



Well Done, you will receive a reward from your teacher!

Star of the Day Certificate- Postcard Home!
You could be Star of the Week



Your name is on the Recognition Board! Well Done!

Restorative Reminder

Time out in class.

Phase Leader Meeting

Deputy Head Teacher meeting.
(If child with SEN inform SENCo)

Head Teacher Meeting.

	<u>Behaviour</u>	<u>Consequence / Reward</u>
	<p>Over and Above</p> <ul style="list-style-type: none"> - Exemplary behaviour. - Consistently following the Northway Values. 	<p>Classroom rewards: Children will receive a 'House Point' marble when they get on the recognition board.</p> <p>Letter Home: Teachers will give out daily certificates for children who have already been recognised but continue to exhibit exemplary behaviour and effort. At least one per day!</p> <p>Hot Chocolate Friday: Pupils who are behaving over and above the expected standard at Northway will get the chance to be Star of the Week and take part in afternoon tea.</p>
All pupils	<p>Recognition for following Northway Values</p> <ul style="list-style-type: none"> - Treat each other with respect - Follow instructions - Look after our school and the things in it - Talk through our problems - Look after each other and show we care - Always try to do our best 	<p>Pupils will be reminded that if they continue to follow the Northway Code they may be seen as 'Over and Above' and be recognised even further.</p> <p><u>Rewards at this level:</u></p> <ul style="list-style-type: none"> - Verbal Praise - Recognition Board: <p>Pupils will be put on the recognition board if they have been following the expectations of the Northway Values.</p>
Staff witnessing incident	<p>Level 1</p> <ul style="list-style-type: none"> - Distracting others at carpet time and transitional periods. - arguing with peers - calling out 	<p>Non-Verbal</p> <ul style="list-style-type: none"> - A look - Standing near the child - Praise children nearby - Reminder of Northway Values <p>Verbal - Restorative reminder</p> <p>'Name' your (describe action) please can you (desired behaviour). Praise a child with desired behaviour and discuss positive behaviours from the past.</p>

	<p>Level 2</p> <ul style="list-style-type: none"> - Disruption to learning - Arguing with peers and interrupting learning - Refusal to follow instructions - Rudeness to staff - Throwing small equipment 	<p>Restorative reminder 'Name' I've noticed (specify the behaviour) You know (reminder of the rule) That means you've chosen (drop the consequence gently) But remember when (draw from the behaviour bank) That's the 'name' I need to see right now (faith in improvement) Thank you for listening <u>Consequences at this level:</u> 'Name' you have continued to (action), you now need to think about making the right choice (desired behaviour) in time out. Praise another child with desired behaviour.</p>	
		<p>KS1 /KS2 Discreet Time out in class Missing Playtime</p>	<p>EYFS Time Out Restorative conversation</p>
<p>Staff witnessing level 3 – 5 incident to record on CPOMS and follow up with</p>			
<p>Phase Leader</p>	<p>Level 3</p> <ul style="list-style-type: none"> - Refusal to come in from playtime/lunchtime - Leaving the classroom and refusing to return - Swearing directly at an adult - Climbing on school property - Hurt a child 	<p><u>Reported to phase leader(s)</u> 'Name' you need to go to time out with phase leader for action. Then you need to (desired behaviour). If you continue to do action then you will (explain possible sanction).</p> <p>Phase leaders to track the number of times a child has had time out. This is to be reviewed at the end of a week period. The series of incidents are to be discussed with Senior Leaders and SENDco/SEMH team</p> <p><u>Consequences at this level:</u></p> <ul style="list-style-type: none"> - Incident is recorded on CPOMS - Positive behaviour management plan discussed with parents 	
		<p><u>KS1 / KS2</u> Miss lunchtime Miss Golden Time</p>	<p><u>EYFS</u> Restorative conversation with phase leader Discuss with SEMH team</p>

Leadership team	<p>Level 4</p> <ul style="list-style-type: none"> - Continuation of level 2- 3 offences over a long period of time (a week, recorded on ABC chart) - Racist incidents - Purposely destroying school properties - Dangerous misuse of school equipment - Try to leave the school ground - Hurt a member of staff 	<p><u>Reported to Senior Leadership/ SENCo (if SEND)</u></p> <ul style="list-style-type: none"> - Letter or phone call home (class teacher) - Record incident on CPOMS <p><u>Consequences at this level to be recorded on a Positive behaviour management plan:</u></p> <ul style="list-style-type: none"> - Class teacher / leadership team meeting with parents/ carers - Internal exclusion <p><u>Inform Social Inclusion 0151 233 5994</u></p>	
		<p><u>KS1 /KS2</u></p> <p>Time out with Senior Leadership for AM/PM Lunchtime exclusion (record with SEMH Mentors)</p>	<p><u>EYFS</u></p> <p>Time out with phase lead SEMH team meeting</p>
Headteacher	<p>Level 5</p> <ul style="list-style-type: none"> - Hurt a member staff / child with intent to cause harm - Leaving the school grounds 	<p><u>Reported to the Head teacher</u></p> <ul style="list-style-type: none"> - Meeting with parents/ carers – Positive Behaviour management plan - Risk assessment undertaken and shared with parents carers <p><u>Consequences at this level:</u></p> <ul style="list-style-type: none"> - Incident is recorded on CPOMS - Internal exclusion - Fixed term exclusion - Several day Lunchtime exclusion <p><u>Contact Social Inclusion for advice on next steps 0151 233 5994</u></p>	

CPD Powerpoints for new and existing staff can be found on the shared drive. New staff to school with be inducted by the Behaviour Lead/Senior Leadership team

Good news about your child

Just a quick note to let you know



Best wishes-----

PIP and RIP

I've noticed (specify the behaviour)

You know (reminder of the rule)

That means you've chosen (drop the consequences gently)

But remember when (draw from the relationship bank)

That's the (name) I need to see right now (faith in improvement)

Thanks for listening

PIP and RIP

Reminder

Caution

Last chance

Time Out

Reconciliation meeting

CPD Powerpoints for new and existing staff can be found on the shared drive. New staff to school will be inducted by the Behaviour Lead/Senior Leadership team.

