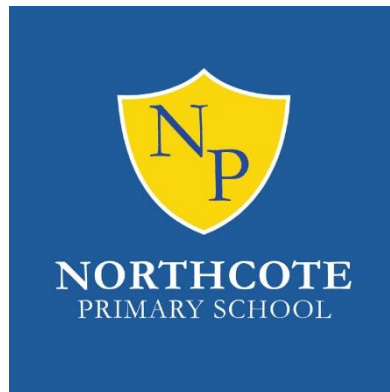


# Northcote Primary School



## Behaviour and Relationships Policy

Written: September 2024

Reviewed: September 2025

Next review: September 2026

Vision- *'Great things happen everyday'*

At Northcote Primary School we expect that children behave well, and therefore thrive, as the result of feeling safe, included and happy. We recognise that for this to be achieved, positive relationships rooted in mutual respect between the staff and children are paramount.

We have high expectations for all children in school, both in and out of the classroom environment, whilst recognising that certain children have specific needs. Our staff understand that behaviour needs to be modelled and that understanding our emotions is a key aspect of understanding and managing behaviour. We wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences.

Our ethos 'Caring, Learning Growing' is integrated into all aspects of school life and the School Code of Conduct has been shaped by these values to help guide positive behaviour.

### **Policy Aims**

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To ensure that school leaders are visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour and relationships policy
- Outline the expectations at our school; the values, attitudes, and beliefs they promote and the social norms and routines that will be encouraged throughout the school community and consequences of negative behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

This behaviour policy is aligned with the school's legal duties and standards relating to the welfare of children including:

- The expectations set out in KCSiE.
- Section 89 (1) of the Education and Inspections Act 2006.
- Sections 88(2) and 89(2) of the Education and Inspections Act 2006.

### **Our School Behaviour Curriculum**

At Northcote Primary School we recognise that, in order to create a safe environment for all our pupils where they can maximise their learning, we must maintain the highest possible standards of pupil behaviour.

Our Behaviour Curriculum (Appendix 2) sets out the rules and routines that we explicitly teach pupils and is underpinned by our school ethos of Caring, Learning Growing and our Code of Conduct. We believe this helps to build pupils' character by supporting them to develop the habits and attitudes that will enable them to succeed in later life.

Through our vision of '**Great things happening each day**' we work towards the core values of Caring, learning and Growing. These values are communicated through our values statements

#### Caring

- We treat each other with kindness and are caring towards each other.
- We love and look after our school.
- We understand that we are all different and respect each other's opinions.

#### Learning

- We are curious about the world around us and want to understand more
- We build independence and are encouraged to do things for ourselves

#### Growing

- We are resilient and try our best to overcome things we may find difficult.
- We have ambition to be the best that we can be.

This is revisited with our children on a weekly basis through special awards given to a child in each class for being excellent examples of upholding these high standards of behaviour. The expectations for the Code of Conduct are also linked to our weekly values assemblies led by a member of our Senior Leadership Team and shared with our whole school community through Dojo Stories.

As a school we also have a code of conduct which is implemented in each classroom to identify what is expected of them each day

#### **Code of conduct**

- . Be polite
- . Always be ready to listen
- . Move sensibly around school
- . Be friendly towards people
- . Respect other people and their belongings
- . Work hard and do your best
- . Be kind and helpful
- . Play with care and kindness

Our Behaviour Curriculum (appendix 1) is not an exhaustive list, it represents the key habits and routines required in our school. At Northcote Primary School, we explicitly teach and reinforce the behaviours expected of all pupils. We do this through:

- Assemblies/collective worship, led by our teachers and Senior Leadership Team
- Through the delivery of our PSHE curriculum
- Specific workshops, enrichment trips/visits or guest talks to reinforce the expectations set out by our school.
- 1:1 or small group intervention, with our inclusion/pastoral team staff (where necessary).

Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime.

These routines at our school are simple for everyone to understand and follow. Adjustments to routines are made for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)'.

## **Roles and Responsibilities**

Managing behaviour and successfully implementing this policy, is the responsibility of all stakeholders at Northcote Primary School. We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour and relationships policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all stakeholders at all times. The school leadership team will always be highly visible, with leaders routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

### **The Governing Board**

The Chair of Governors is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Roles and Responsibilities of the Headteacher**

- The Headteacher of a maintained school must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school.
- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher supervises records of all reported serious incidents of misbehaviour. These incidents are initially identified by the staff member supporting the pupil and then investigated by the headteacher. The Headteacher has the responsibility for issuing suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts misbehaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.
- The Headteacher will ensure that all staff understand the behavioural expectations and the importance of maintaining them.

- The Headteacher, with the support of the Designated Safeguarding Lead, will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- The Headteacher will consider any appropriate training which is required for staff to meet their duties and functions within this behaviour and relationships policy

### **The Roles and Responsibilities of other Senior Leaders**

- To be highly visible, with leaders routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- To support the Headteacher in ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- To support the Headteacher and DSL to make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- Manage behavioural incidents that disrupt learning or that are causing a more serious concern and support the Headteacher with serious incidents, when appropriate identifying appropriate actions and sanctions
- To participate in appropriate training which is required for staff to meet their duties and functions within this behaviour and relationships policy.
- To ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- To engage with specialist support, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, to inform effective implementation of this policy and provide tailored support to our pupils.
- Support pupils who are dysregulated and/or those who require restorative conversations to help develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential.

### **The Roles and Responsibilities of the Phase Leaders, Teachers and Non-Teaching Staff**

Our staff have an important role in developing a calm and safe environment for our pupils and establishing clear boundaries of acceptable pupil behaviour. Our staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this behaviour and relationships policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Our staff are encouraged to challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Staff should receive clear guidance about school expectations of their own conduct at school.

### **Our Phase Leaders**

- Take responsibility for ensuring that our value statements are highlighted and used as focus for discussion and reflection
- Ensure routines are implemented and enforced consistently across their phase.
- Support all staff within their phase in matters relating to behaviour within their phase.

- Oversee the application of school policy and implementation of sanctions
- Communicate and report serious incidents to parents/carers and assist class teacher with lower-level concerns.
- Oversee and coordinate the awarding of half-termly Dojo prizes for pupils across their phase of responsibility.
- Support the Headteacher and Senior Leadership team with setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Support pupils who are dysregulated and/or those who require restorative conversations to help develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential.

### **Our Class Teachers**

- Take responsibility for ensuring that our 'Expectations for Behaviour' are implemented and enforced consistently in their classroom and with their pupils. This responsibility also extends outside the children in their classroom, to all children in our school, and it is encouraged that staff regularly praise high standards of behaviour and give reminders where necessary.
- Ensure the Code of Conduct and routines with their class at the start of the new academic year and reinforce these daily but specifically during the first PSHE topic taught 'Being Me in My World'.
- Ensure that our values statements and Zones of Regulation approaches are clearly displayed in their classrooms.
- Manage low level incidents, following school policies and procedures and when relevant issuing relevant sanction.
- Seek help and advice from their Phase Leader or a member of the Senior Leadership Team.
- Complete any relevant written accounts of misbehaviour and report these using the school's CPOMS system.
- Contact parents/carers, or be present in meetings with a parents/carers, if there are concerns about the behaviour or welfare of a child in their class.
- Support pupils who are dysregulated and/or those who require restorative conversations to help develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential.

### **The Roles and Responsibilities of our Pupils**

Our pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils will be taught that they have a duty to follow the school behaviour and relationships policy and uphold the expectations set out in our Code of Conduct and should contribute to our school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will help support the evaluation, improvement and implementation of this behaviour and relationships policy.

Provision will be made for all new pupils to ensure they understand our Code of Conduct and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

## **The Roles and Responsibilities of our Parents/Carers**

The role of parents/carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents/carers should be encouraged to get to know the school's behaviour and relationships policy and, where possible, take part in the life of the school and its culture.

Parents/carers have an important role in supporting our school's behaviour and relationships policy and they will be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. We reinforce our whole-school approach to behaviour and relationships by building and maintaining positive relationships with parents/carers, for example, by keeping parents/carers updated about their children's behaviour, encouraging them to celebrate pupils' successes, or holding sessions to help them understand the school's policy.

Where appropriate, parents/carers will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place. We also set out the expectations we have of parents/carers own conduct in and around our school. Further details can be found through our Parent/Carer Code of Conduct: [Parent-Code-of-Conduct-2025-26.pdf](#)

## **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

At Northcote Primary School, our school culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

As a school, we understand that pupils' behaviour may be impacted by a special educational need or disability (SEND) and we recognise all behaviours as forms of communication. When behavioural incidents occur, we consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with behavioural incidents from pupils with SEND, especially where their SEND affects their behaviour, we ensure that we have met all legal duties when making decisions about enforcing the behaviour policy.

These legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

In supporting our pupils with SEND, we strive to anticipate, as far as possible, all likely triggers of dysregulation, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include:

- Short, planned movement breaks/Sensory Circuits for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Providing an alternative environment during unstructured times of the day, for example a quieter place to eat their lunch or activities with an adult inside rather than being out on the playground.

- Adjusting uniform requirements for a pupil with sensory issues or medical needs
- Use of safe/break-out spaces where pupils can regulate their emotions during a moment of dysregulation/sensory overload
- Use of Zones of Regulation, social stories, comic strip conversations and emotion coaching to plan for potentially triggering situations
- Use of learning plans/one-page profiles to plan for and review the impact of any adaptations or interventions used
- Seeking support and advice from outside agencies, as appropriate
- Providing individual behavioural plans to support learners and daily trackers to help children maintain, understand and promote positive behaviour.

If a pupil has an education, health and care plan (EHCP), we ensure that the provisions set out in their plan are in place and we co-operate with the local authority and other relevant agencies. If we are concerned about the behaviour of a pupil with an EHCP, we will make contact with the local authority to discuss the issue as a matter of urgency. If appropriate, we will request an emergency review of their EHCP.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### **Responding to dysregulated behaviour**

Maintaining a positive culture requires constant work. At Northcote Primary School we positively reinforce the behaviour which reflects the values of our school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate consequences/sanctions.

### **Responding to behaviour in our Early Years and Foundation Stage**

It is our aim to create an environment where children feel safe and valued. We understand that our youngest children need clear and consistent expectations for behavior which are age and developmental stage appropriate. We have developed a simplified version of our Code of Conduct for our EYFS children

#### **Positive behaviour management strategies used by our EYFS staff include:**

- Praise positive behaviour.
- Encourage a sense of responsibility through encouraging children to look after themselves, each other and the environment.
- Support the child to make amends according to the circumstances and their stage of development, eg help rebuild a model.
- Have clear, consistent boundaries and explain these to the child in a way that they understand.
- Be a good role model by showing respect to others, the children, parents and carers and staff.



## **Responding to dysregulation**

- Acknowledge the child's feelings and talk to them about how they are feeling.
- Approach, quieten and calm a difficult situation, always getting down to the child level.
- Explain clearly and in a language appropriate to the child's level of understanding what it is that is unacceptable. Use language of choice to encourage positive actions.
- Support children using visual prompts where appropriate.
- Wherever possible use positive language, eg "please can you walk" rather than "don't run".
- Tell the child clearly what will happen if they do not stop the unwanted behaviour, eg removing them out of the situation.
- Give follow-up support to the child.
- Use of a sand timer and time out if needed.

## **Responding to Good Behaviour**

Our staff are expected to use positive noticing to encourage good behaviour for all. This means that we deliberately praise examples of good behaviour rather than focusing on negative behaviour. The language around behaviour should remain positive at all times. We firmly believe in the power of meaningful, specific, personal direct praise. Notice excellent behaviour; tell children what you are praising and why. This encourages others to make good choices and want to be noticed and praised too.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Our pupils earn Dojo points for demonstrating our Code of Conduct expectations, embodying characteristics linked to our values of 'Caring, Learning Growing', working towards their class behaviour target (decided collectively) and for good attendance. The number of points awarded for acts of positive behaviour has been agreed by the whole staff to provide consistency. Our 'Dojo Points Guide' clearly and simply sets out how we award points and the rewards children can use their points for.

We use a range of other options and rewards to reinforce and praise good behaviour.

For example, in place of, or in addition to, Dojo points, pupils may receive:

- verbal praise
- stickers
- communicating praise to parents via phone call or written correspondence
- positions of responsibility

## **Responding to dysregulation**

When a member of school staff becomes aware of misbehaviour, they respond predictably, promptly, and assertively in accordance with the school behaviour and relationships policy. The first priority is to ensure the safety of pupils and staff and to restore a calm environment. To ensure that our staff respond in a consistent, fair, and proportionate manner, we have developed clear guidance (Appendix 4) to set out appropriate action.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases (Appendix 5).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving consequences/sanctions as a result of poor behaviour, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

### **Acceptable forms of sanction**

Understanding a pupil's behaviour and modifying any behaviours that cause significant upset or disruption has to be the primary objective when managing the dysregulation. If a child's behaviour has resulted in conflict or damage of property it is important that restorative conversations take place to enable the child to learn alternate preferred behaviours when they are suffering from anxiety or other negative emotions. Sanctions may be used as a preventative strategy to help change behavioural characteristics that impact those around them or themselves adversely. This behaviour and relationships policy includes a range of possible sanctions clearly communicated to and understood by pupils, staff and parents/carers.

Examples of sanctions at Northcote Primary may include

- a verbal reprimand and reminder of the expectations of behaviour
- loss of privileges – for instance, the loss of a prized responsibility
- loss of playtime or lunchtime. In some cases, both playtimes may be lost
- removing the pupil from the classroom for a set period of time. This may either be to another class or to be supervised by a member of the Senior Leadership Team
- use of behaviour target card and regular reporting to the Phase Lead or a member of the Senior Leadership Team
- suspension; and - in the most serious of circumstances, permanent exclusion.

At our school, we will consider whether the dysregulation gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, as set out in Part 1 of Keeping children safe in education, our staff should follow our school's child protection policy and speak to the Designated Safeguarding Lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that pupil, based on their knowledge of that pupil's personal circumstances. We will always have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

### **Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)**

Schools will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement on the facts of the situation.

We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the Equality Act 2010 and schools guidance, seeking support from our Inclusion Lead/SENCO, Mrs Langley. We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil

may have. It is also important to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

### **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
- inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate
- reintegration meetings
- daily contact with the pastoral lead
- report card with personalised behaviour targets.

### **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Mobile phones**

Section 2 of the 2011 Education Act sets out new provisions about mobile phones and other electronic devices. There is no reason why a primary school pupil should need to bring a mobile phone to school (or school events outside school hours).

Should contact need to be made between parents and pupils, this should be done through the school office. In specific cases, and in written agreement with the Headteacher, pupils may bring a mobile to school. This must be handed to the school office and collected at the end of the day.

Any pupil found to have a mobile phone with them will have it confiscated and stored in the school office until the end of the day. A parent/carer will be contacted and asked to collect the phone from a member of the school's Leadership Team. The school accepts no liability for loss or damage to mobile phones under any circumstances.

## Searching, screening and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Our Headteacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks
- pornographic images.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties.

The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited, or identified in the school rules for which a search can be made (see above); or - is evidence in relation to an offence.

Further information can be found here: [Searching, Screening and Confiscation Advice for schools - July 2022](#).

## Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Our Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

A suspension, where a pupil is temporarily removed from the school, is a behaviour management tool that we set out within this behaviour and relationships policy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

## **Guidance on specific behaviour issues**

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help.

If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **Bullying**

Bullying, in any form, is not tolerated at Northcote Primary School. We are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear.

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Head teachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, for example on public transport, in a town centre or online.

Some forms of bullying are illegal and will be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Further information can be found in our school's anti-bullying policy

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

### **Pupil transition**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

Our staff are provided with regular training on managing behaviour, including training on:

- Positive behaviour management techniques and de-escalation training
- Attachment and trauma informed practice
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Pastoral Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## **Appendix 1: written statement of behaviour principles**

### **Northcote Code of Conduct**

1. Be polite
2. Always be ready to listen
3. Move sensibly around the school
4. Be friendly towards people
5. Respect other people and their belongings
6. Work hard and do your best
7. Be kind and helpful
8. Play with care and kindness

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing board annually.



## Appendix 2: EYFS Code of Conduct

### EYFS Code of Conduct

Ready to listen



Ready to learn



Show respect



Be kind and  
caring



## **Appendix 3: Our Behaviour Curriculum**

Children should be taught what behaviours are expected linked to each aspect of our school Code of Conduct and the expected behaviour for routines and norms around school. Staff should begin the year by clearly communicating each element of our behaviour curriculum in a clear, age-appropriate way. Some routines will need to be practiced daily until everyone can do them and then these should be reinforced regularly to maintain high standards.

### **Moving around School**

Children should always be led by the class teacher. Adults should only allow the class to move when all children are ready, do not leave any behind to follow on. Insist on following corridor rules and have due regard for other children working. The class teacher should always lead the class and not follow them. A quiet and calm entry and exit from assembly is essential.

#### **In corridors we:**

- in our line order, facing forwards
- walking in a straight line without talking
- walk on the left of the corridor

#### **Going up and down the stairs we:**

- stay in our line order, one behind the other
- don't talk so that we can listen carefully to the adults, stopping where they tell us to.
- stay on the left hand side of the stairs

### **Classroom Routines**

#### **Working together as a class**

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still on our chairs, without swinging or fidgeting; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Respect the classroom environment, other people's belongings and their work.
- Respect other people's belongings and work

#### **Working together in groups**

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Communicate quietly, clearly and effectively with one another

- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from an adult if attempts to resolve difficulties are ineffectual
- Share and look after equipment

### **Working alone**

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

### **On the playground**

- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows the rules
- Care for people if they are hurt
- Listen to adults on duty: respond courteously and obediently
- End any game as soon as the whistle is blown, walk to and line up at the designated place, in a quiet orderly manner ready to return to the classroom.

### **In the hall at lunch time**

- Line up and walk into and leave the hall quietly; this includes lining up for our dinner.
- Walk carefully around the hall
- Be polite to everyone, remembering to say 'please' and 'thank you'
- Speak quietly to those around us
- Keep our tables clean, and tidy up after ourselves

### **In assembly**

- Enter and leave the hall quietly and in an orderly way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Accept different styles of presentation and different expectations

### **On trips or at competitive events**

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly and stay together
- Respond quickly to instructions

#### **Appendix 4: Dojo Points**

Behaviours	Value
Every day positive actions linked to our Code of Conduct	+1
Daily Attendance	+1
100% attendance for the week and Perfect Punctuality	+ 5
Class Target – this can be changed weekly depending on what the class needs to improve e.g. tidying up and should be decided by the class collectively	+2
Above and Beyond- producing exemplary work, contributing to wider school life, positively representing the school, being a role model for others.	+ 3
Demonstrating one of our Key Characteristics linked to <b>Caring</b> , <b>Learning</b> , <b>Growing</b>	+4

*Through the use of the 'Class Dojo' App, parents and carers will be ab*

#### **Dojo Point 'Prize Pots'**

Entry Level prizes can be collected at any time. These points will then be deducted from the total points a child has.

At the end of each half term children will have the choice to 'cash in' according to which level their points are in or to continue to bank their points to achieve a bigger prize at the end of the next half term. Once children have reached 200+ points their points will be reset.

<b>'Entry Level'</b> 50-150 Points	50 points- Class Prize box – bubbles, bouncy balls, key rings etc. 100 points- Phase Prize box- story books, stationary, games
<b>Bronze</b> 250-300 Points	Activity afternoon- this will be set up in the school hall: games, arts and crafts, dance.
<b>Silver</b> 350-400 Points	Pizza and Movie Afternoon.
<b>Gold</b> 500+ Points	A trip out of school!

## Appendix 5: Managing Poor Behaviour

Stages	Action/Behaviour	Response and Consequences	Staff Member(s) Involved
Lower level behaviours	<ul style="list-style-type: none"> <li>• swinging on chairs</li> <li>• distracting other</li> <li>• shouting out</li> <li>• talking when they should be listening</li> <li>• unkind remarks/bickering</li> <li>• telling lies/tales</li> <li>• not looking after equipment</li> <li>• pushing</li> <li>• other 'silly' behaviour which is not in line with our Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Non-verbal cues- eye contact, proximity to teacher, positive noticing of desired behaviours.</li> <li>• Reminder of expectations and highlighting of positive behaviour previously shown</li> <li>• If Stage 1 behaviour persists, the child will be given a verbal warning</li> <li>• Any warnings will be followed by positive reinforcement/praise for demonstrating the expected behaviours.</li> <li>• If the behaviour persists, the child may be redirected, asked to sit elsewhere in the classroom/dining hall or asked to temporarily leave the classroom.</li> <li>• The child may be moved to another classroom in their phase for a specific amount of time.</li> <li>• A restorative conversation will be held with the child/children involved.</li> <li>• Pupils will be issued with a consequence in line with the severity of the incident. For example, the child may miss a short period of their playtime/be asked to complete the work they have failed to complete due to their poor behaviour.</li> <li>• If the behaviour continues after these sanctions have been enforced, the matter may be escalated to a Stage 2.</li> </ul>	<p>Class Teachers and LSAs</p> <p>Persistent Stage 1 behaviour may be referred to the Phase Leader.</p> <p>There is no need to record stage 1 behaviour on CPOMs unless this is forming a pattern of behaviour.</p>
Significant Behavioural incidents (these should be considered carefully and consideration if they logged	<ul style="list-style-type: none"> <li>• Repeated incidents identified at the low level stage</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Being disrespectful to staff</li> <li>• Refusal to cooperate</li> <li>• Answering back</li> <li>• Bullying behaviour (including social media)</li> <li>• Inappropriate language (including swearing)</li> </ul>	<ul style="list-style-type: none"> <li>• Where appropriate, de-escalation techniques will be used by members of staff including: redirecting to a safe space, narrating child's behaviours and how they may be feeling or offering two simple choices.</li> <li>• If the above techniques do not improve the behaviour the child will be removed from the environment/situation with by a staff member and taken to a member of our Senior Leadership Team, other than the Headteacher (Phase Lead, Pastoral Lead and if necessary the Deputy/Assistant Headteacher).</li> <li>• The child may be required to spend a specified amount of time with a senior member of staff or a member of our Pastoral Team.</li> <li>• A restorative conversation will be held with the child/children involved.</li> <li>• A sanction will be issued and the child's parents/carers contacted and informed by phone or face to face</li> </ul>	<p>Stage 2 behaviour will predominately be dealt with by our Phase Leaders or our Pastoral Lead.</p> <p>Persistent Stage 2 behaviour must be referred to a member of the SLT</p> <p>Significant behavioural should be logged on CPOMs with clear actions stated, with consideration of whether they need to be logged as serious.</p>

as a serious incident)	<ul style="list-style-type: none"> <li>Intentionally damaging property</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be issued with a consequence in line with the severity of the incident and the child's parents/carers contacted and informed by phone or face to face.</li> <li>Privileges may be removed - for instance the loss of a prized responsibility or not being able to participate in a class reward.</li> <li>Work may be completed until it meets the required standard.</li> <li>The teacher/SENCO or a member of the Senior Leadership Team may devise a behaviour plan for the individual or groups of children who may benefit.</li> <li>If the behaviour continues after these sanctions have been applied, the matter may be escalated to a Stage 3.</li> </ul>	
Severe behavioural incident	<ul style="list-style-type: none"> <li>Repeated significant incidents identified at previous stage</li> <li>Serious assault</li> <li>Complete disregard for school rules</li> <li>Extreme physical or verbal threats</li> <li>Racist or homophobic remarks</li> <li>Leaving the school grounds without permission</li> <li>Child-on child sexual violence or sexual harassment</li> <li>Repeated bullying behaviour</li> <li>Inappropriate online behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>The child will be immediately referred to the Headteacher or the Deputy/Assistant Headteacher in the case of the Headteacher's absence.</li> <li>Where appropriate, de-escalation techniques will be used by members of staff including: redirecting to a safe space, narrating child's behaviours and how they may be feeling or offering two simple choices.</li> <li>A restorative conversation will be held with the child/children involved.</li> <li>Privileges will be removed in line with the severity of the incident.</li> <li>The child's parents/carers will be contacted and invited into school to discuss the incident and/ or consequences which may include: <ul style="list-style-type: none"> <li>A behaviour plan with clear actions and review points</li> <li>Involvement of the school's Pastoral Team, SENCO, Designated Safeguarding Lead and/or external agencies</li> <li>Spending a limited time out of the classroom at the instruction of a member of staff</li> <li>A suspension</li> <li>A permanent exclusion</li> <li>Other reasonable and appropriate sanctions discussed and agreed with parents/carers.</li> </ul> </li> </ul> <p>Further work with external agencies and/or social inclusion may be necessary and this will be discussed and agreed with the pupil's parents/carers.</p>	<p>Stage 3 behaviour will be dealt with by our Headteacher or Our Deputy/Assistant Headteachers in their absence.</p> <p>Other staff members may be involved following discussions with parents/carers.</p> <p>Severe incidents should be logged on CPOMs with clear actions stated and logged as a serious incident</p>

## **Appendix 6: Managing Behaviour at Playtimes and Lunchtimes**

We aim for playtimes to be positive and behaviour managed in order not to disrupt play. The unstructured nature of playtimes often means that children may encounter more difficulties and present more challenging behaviours. Those children with additional needs may need a different approach and should be managed on a needs-led basis and in consultation with SENCO/SLT.

School rules should be known and understood by all children and fairly and consistently enforced by all staff:

- No children are permitted to remain in the school building during playtimes and lunch breaks without adult supervision.
- The school operates a lunchtime club for those children who may struggle with the unstructured nature of the yard. Children will be invited to the lunchtime club based on their individual needs and teachers should consult with their Phase lead/Pastoral Lead before children are added to the lunchtime club list. There is adult supervision at all times.
- If during lunchtime, the staff outside feel that a child needs a break from that environment they can be redirected into the lunch club.
- The best way to manage behaviour at lunchtimes is by staff building relationships with the children by engaging them in games and activities. Staff will be directed to which games and activities they are leading by the Pastoral Lead.
- Our usual Code of Conduct and high expectations for behaviour apply.

### **Rewards**

Staff can give out 'dojo stickers' in recognition of positive behaviour choices. These will then be shown to the class teacher for allocation of points.

### **Unacceptable behaviour**

- "Play" or "Fun" fighting/ wrestling
- Being unkind to others
- Climbing on/jumping off benches/pergola/white shelter/fences
- Refusing to comply with adult requests

### **Significant unacceptable behaviour**

- Fighting
- Bullying (physical and verbal)
- Racial, homophobic or sexual abuse
- Vandalism
- Theft
- Verbal/physical assault on adults

### **Adult response and consequences for unacceptable behaviour**

Language of choice, polite reminders, distractions and listening to children are all ways in which the adults supervising playtimes can resolve conflicts on the playground. If children are presenting with lower level behaviours, it may be appropriate that they stay with a member of staff until they are more in control of their actions or that they be redirected into lunchtime club.

When unacceptable behaviours persist, children should be brought inside by a member of staff to speak with a Senior Leader and, when they are ready and calm enough to do so, reflect on their behaviour discussing the choices they have made and what they can do to resolve it and move forward.

If a child refuses to comply or there is a significant behavioural incident, a member of the Senior Leadership Team should be alerted so that they can come and support. These incidents are logged on CPOMs and parents are notified.

If behaviour in any way gives rise to suspected or potential child abuse or causes a concern then it needs to be reported to the safeguarding lead immediately.

If there is any doubt on how to deal with an incident it needs to be reported to a class teacher and/or the business manager or the senior leadership team.



## **Appendix 7 – Scripts and phrases for responding to behaviour**

Scripts make it easier for adults to respond appropriately to pupil behaviour. Scripts also provide the clarity and consistency pupils to require. Using scripts allows you to apply the same high expectations of behaviour for all pupils using language that is caring and respectful, but clearly conveys expectations.

### **Phrases to encourage good choices:**

Re-focus child – *Child's Name, I would love to see that work when you are done.*

Direct an adult or give extra support (staff presence for the child/ containment) *Staff member, could you see if child's name needs help making a choice?*

Offer of support – *"Are you okay, do you need anything?"*

Wondering question – *Child's name, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you."*

Distraction/ Redirection: *Child's name– please pop next door and ask Miss if I can borrow a xxx – Thanks.*

Name the need: *You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week.*

### **When giving children a reminder:**

Given privately/quietly wherever possible:

*I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be (be ready to listen/move sensibly around school etc.) You now have the chance to make a better choice .Thank you for listening.*

Walk away, allow child time to decide what to do. Ignore any further comments but take note and follow up later.

### **If behaviour continues, child receives a warning about a consequence:**

*I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you.*

*(learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. If you choose to break the rules again you will have to, (work at another table/work in another classroom / go to the quiet area etc .....)*

*Think carefully. I know that you can make good choices Thank you for listening.*

### **Follow up- Restorative Conversation**

A restorative meeting between the child and adult

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- How have you felt since?

- Who has been affected by the choices you made?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in future.

## Appendix 8: Comic Strip Story to be used during restorative conversations

### Comic Strip


[How to use a comic strip conversation](#)

