

As a Federation our core values underpin our behaviour expectations and our behaviour policy.

Believe Succeed Achieve



Our behaviour policy is based around the value respect. We understand that as a member of the Northern community it is our responsibility to follow these values in our journeys to and from school. All staff will continually model school values on a daily basis.

Believe - Believing in ourselves and others we:

- **Show Respect**
- Care for and support those around us
- Celebrate difference understanding the unique child
- Promote aspiration for our future and the future of others
- Remember that effort and hard work leads to achievement
- Promote a love of learning and the intrinsic motivation to do well
- Recognise our own abilities and our own ideas
- Challenge and take risks with learning
- Feel valued and value others
- Understand and promote inclusion
- Spread confidence and happiness
- Make positive contributions to the school community, wider community and the world

Behaviour Expectations

Respect



At the federation, adults will:

- Model our values showing care, respect and empathy
- Give the most attention to the positive behaviours and look to build self-esteem and promote growth mindsets.
- Be proactive in pre-empting and de-escalating potential behaviour issues (in the classroom, whilst on duty and around the school)
- Will take every opportunity to understand what the behaviour is communicating
- Uphold key routines and expectations (see below)
- Ensure the curriculum is engaging, exciting, differentiated and accessible for all
- Use scripts for difficult interventions
- Ensure there is a restorative follow up
- Teachers are outside to greet their children before the end of playtime with an awareness of those who find this transition point difficult
- Effectively manage disruptive behaviour and maintain positive relationships.

Key routines

1. We all greet each other with “Good Morning” or “Good Afternoon” & a big smile
2. We remember to say, “Thank you”, & reply with “You’re welcome!”
3. We expect welcoming corridors: holding doors open for each other; quiet walking; keep to the left; hands kept to ourselves; the many allow the few through first
4. We make sure we are ready for learning by entering the classroom quietly and sensibly, listening to the teacher, and following our learning values
5. We display good table manners at lunchtime

Rationale

At the Northern Federation we believe that good behaviour is essential in maintaining a secure, safe and happy school where effective learning can take place. We know that good behaviour and the development of personal and social skills have an enormous impact on children’s learning in all other areas. All members of staff are committed to creating a calm, consistent and safe learning environment, ensuring a mutually supportive ethos in which each child is able to develop their skills, knowledge and talents, and experience success.

Our behaviour policy aims to encourage all members of the school community to value themselves and others and acknowledge the importance of developing positive relationships based on mutual trust and respect.

Pupils have the right to learn in a class free from disruptive behaviour, to know what is expected of them, to be respected and to receive positive recognition and support. They have the responsibility to follow school expectations, show respect to all children and adults and not to disrupt the learning of others.

In keeping with the principle of inclusion, we believe that there must be an acceptance by the school community that every child is different and therefore may need alternative approaches.

Monitoring

Individual Behaviour Management Plan (IBMPs), and incidents logged on CPOMS (our tracking software program) will be monitored by SLT and trends identified. These will be acted upon as appropriate and reported to the Executive Heateacher and Governors regularly.

Where instances reoccur more frequently, class teachers will work collaboratively with SENDCo and SLT to develop specific behaviour plans (IBMP).

Class teachers are responsible for tracking and monitoring the use of positive communication to parents and carers throughout the year.

Incidents of racist behaviour, violent behaviour, homophobic, biphobic or transphobic (HBT) bullying¹ will be reported to the Local Authority. All safeguarding/Prevent Duty concerns will be reported to the Designated Safeguarding Leader who will follow the appropriate Local Authority and National Guidelines.

Working with other agencies

Where behaviour is more challenging and requires an individualised approach to meet the child's needs, the school will work with Primary Behaviour Support to seek further guidance and advice. We expect parents to support the school in giving their consent when requested to access this external agency in order to enable their child to access the curriculum appropriately.

Recognition of good behaviour at Northern Infant School
Individual recognition

Verbal Praise

All adults in the school will recognise children who demonstrate our school values and give them specific verbal praise to highlight this. E.g. 'Mia, you were really showing respect when you held the door open for everyone/listened to other people's ideas/reminded Callum to make the choice.'

Recognition board – respect stars – based on demonstrating respect

A key aspect of 'respect' will be chosen as a class as a target. Teachers decide how frequently this changes – based on what most relates to their class. E.g. Good listening, good working relationships, respect for class environment, speaking respectfully etc.

Once a child has been recognised that day they stay there. Children cannot be removed as a form of sanction as this undermines their positive point of the day.

It is teacher's choice what their recognition board looks like, but it should be well placed so it is visible to all.

Respect 'star of the day' certificates given at the end of each day by the teacher

Team points – token system

Adults will recognise good behaviour through the use of team points. These will be given out for children who demonstrate excellent role model behaviours and good manners. There will be a gold star token for outstanding behaviour given out by SLT.

Team point will be counted at the end of a half term and the winning team will be celebrated on a display in the library and the team trophy will display their colours for the following half term.

Stickers/praise certificates

Teachers will use their knowledge of individuals to determine who a child should visit for recognition. All staff have stickers and praise cards available to celebrate a child's effort and achievement

Stickers (from teachers or SLT)

Praise postcards (from teachers or SLT)

Head teachers award – a golden sticker for something extra special

Mascot

The class mascot is awarded to a different child each week based on effort and achievement against the school values. It is at teacher's discretion whether this is the same child as star of the week or a different child. The mascot is taken home over the weekend with a book for children and families to record their adventures. It is then shared in class. Mascot are not given out over school holidays.

Star of the week

Each week every teacher celebrates a child who has demonstrated the school values in their learning and behaviour. They are recognised for this with a 'Star of the week' certificate and sticker in Friday assembly.

Their picture is displayed outside of the classroom with an example of their work, or a speech bubble which offers an explanation of why they have been recognised.

Individuals

Some pupils may benefit from an individual reward system. This should be established in discussion with SLT to ensure consistency and appropriateness of targets. Other agencies may also be involved in this. Parents should always be informed if this is in place.

Recognition of good behaviour at Norther Junior School
Individual recognition

Verbal Praise

All adults in the school will recognise children who demonstrate our school values and give them specific verbal praise to highlight this. E.g. 'Mia, you were really showing respect when you held the door open for everyone/listened to other peoples ideas/reminded Callum to make the choice.'

Recognition board – based on demonstrating respect

A key aspect of 'respect' will be chosen as a class as a target. Teachers decide how frequently this changes – based on what most relates to their class. E.g. Good listening, good working relationships, respect for class environment, speaking respectfully etc.

Once a child has been recognised that day they stay there. Children cannot be removed as a form of sanction as this undermines their positive point of the day.

It is each teacher's choice what their recognition board looks like, but it should be well placed so it is visible to all.

House points

Adults will recognise moments of good behaviour through the use of house points. These will be given out for children who provide good answers on the carpet, demonstrate good learning behaviours, or are ready to learn when expected.

These house points are counted at the end of the week, announced during assembly and displayed on the house point chart in the hall. The winning house each term will be able to take part in an afternoon of activities chosen by the children.

Praise postcards

Every week teachers and SLT will send home at least one postcard to recognise an individual. The postcard will contain a personalised note explaining why the child has stood out to receive recognition in this way. Teachers will keep a record of who has received a postcard throughout the year. Children can receive more than one throughout the year.

Mascot

The class mascot is awarded to a different child each week based on effort and achievement against the school values. It is at teacher's discretion whether this is the same child as star of the week or a different child. The mascot is taken home over the weekend with a book for children and families to record their adventures. It is then shared in class. Mascot are not given out over school holidays.

Group/class recognition

Star of the week

Each week every teacher celebrates a child who has demonstrated the school values in their learning and behaviour. They are recognised for this with being named 'Star of the week'.

Their picture is displayed on the wall in the classroom with a speech bubble or note recognising why they have been chosen.

Teacher recognition systems for individual classes

Teachers may choose to have an additional system in their class to recognise good behaviour. This should work alongside and support the school behaviour policy. All additional systems should be discussed with SLT beforehand.

Individuals

Some pupils may benefit from an individual reward system. This should be established in discussion with SLT to ensure consistency and appropriateness of targets. Other agencies may also be involved in this. Parents should always be informed if this is in place.

Behaviour reminders and restorative opportunities

1 – verbal/non-verbal cue

2 – verbal reminder

3 - working elsewhere

4 –restorative meeting

Not showing respect – (low level) Low level disturbance in class – e.g. calling out, fidgeting	
1	<p>Verbal/non-verbal cue to direct the child to change their behaviour – this should be short and focussed so that it does not disturb teaching. <i>In Year R only to support the way the base flows and multiple adult environment a ‘thinking cloud’ will be used to communicate who has already been given a reminder</i></p>
2	<p>Verbal reminder with clear outline of what behaviour we would like to see. This should be done 1:1 and not publicly in front of other children.</p> <p>30 second intervention: <i>I’ve noticed... (state the behaviour observed)</i> <i>Do you remember... (a recent time when the child has made good behaviour choices)</i> <i>If you choose to continue to make the wrong choices, you will be asked to work elsewhere</i></p>
3 Recorded on CPOMS at this point- recorded as ABCC with careful thought to what is being communicated by the behaviour	<p>Working elsewhere If the behaviour continues, the child will be taken to complete their work in another classroom. This should be no more than 10 minutes and the class teacher or LSA should return to collect them and welcome them into class. <i>“Teddy I’m really glad you are back to learn with us. Let me help you make a start...”</i> The child is then given a fresh start and an opportunity to make the right choices.</p> <p>If a child has been asked to work in a different class due to their behaviour, parents must be informed that day.</p>
4 Recorded on CPOMS at this point	<p>Restorative meeting (with the adult instigating the reminders) If this behaviour then continues or the child does not return to their learning, minutes lost will be recorded by the teacher and the child will complete their lost learning either: at the next break time, after school, or sent home to be completed following a conversation with their parent. (this will be dependent on the individual).</p> <ol style="list-style-type: none"> 1. Can you explain what happened? 2. What happened before/after that? 3. Who was affected? 4. How were they affected? 5. What needs to be done to put things right? 6. How can you do things differently next time?

<p>1</p> <p>Playfighting/ Being physical with peers</p>	<p>Pupils will be given a clear verbal notification of the behaviour they are displaying and why this is not acceptable.</p> <p>Playfighting Reminder - <i>“Teddy, kicking someone does not show respect and will hurt others. I need to see you choosing one of the games. If you continue it will lead to time out.”</i></p> <p>Reflection time/time out - <i>“You have continued to not show respect to others. Time out for x minutes (same as age)”</i></p> <p>Restorative conversation to follow time out – <i>“What happened? What have you thought since? Who has been affected? How can we do things differently in the future?”</i></p> <p>Repeated poor playground behaviour may lead to loss of the following breaktime.</p>
<p>2</p> <p>Disrespect towards school property</p>	<p>Pupils will be given a clear verbal notification of the behaviour they are displaying and why this is not acceptable.</p> <p>30 second intervention: <i>I’ve noticed... (state the behaviour observed)</i> <i>Do you remember... (a recent time when the child has made good behaviour choices)</i> <i>If you choose to continue to make the wrong choices, you will be asked to xxx</i></p> <p>Pupils may undertake a form of restorative justice to understand the impact of their actions. E.g. If they have made a mess they clear it up If they have drawn on table, they clean the table in their own time</p>
<p>3</p> <p>Physical harm</p>	<p>Reflection time/time out - <i>“You have continued to not show respect to others. Time out for x minutes (same as age)”</i></p> <p>Restorative conversation to follow time out – <i>“What happened? What have you thought since? Who has been affected? How can we do things differently in the future?”</i></p> <p>Parents are invited to join the restorative conversation after school</p>
<p>3</p> <p>Bullying</p>	<p>If bullying is reported, the anti-bullying policy will be implemented. SLT must be informed of any instances of suspected bullying. This will be investigated and reported to all parents of pupils involved. This will be recorded as an incident as bullying to the Local Authority</p> <p>A restorative conversation will take place, facilitated by SLT, involving all parties where appropriate.</p>

In certain cases, behaviours will be a reflection of individual needs as identified in EHCP/IBMP. These may mean individualised sanctions will be used, in agreement with SLT.

