



NORTHWAY PRIMARY AND NURSERY SCHOOL

‘**TOGETHER** We can achieve anything’

BEHAVIOUR POLICY AUTUMN 2022-23



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 'Marvellous Me' recognition and reward system 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 'Marvellous Me' 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.

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. All learners have access to a graduated approach to support behaviour, where reasonable adjustments are implemented to support the inclusion of all children.

Reasonable adjustments refer to the guidance provided within the SEND Code of Practice (2014:175-178) to support a pupil, depending on all the circumstances of the individual pupil. They may include strategies such as but not limited to,

- addressing environmental factors
- explicitly taught behavioural strategies
- use of designated spaces to calm down
- implementation of a positive support plan

Positive Support Management Plans will identify key strategies used to support children, parents and teachers to create compatibility for pupils within the setting. Where a child’s behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others, children will be provided with:

- a channel of communication
- carefully designed behaviour targets
- shared potential triggers
- contingency plans will be in place for outbursts in class
- positive handling may need to be used to prevent injury to the child, others or damage to the property.

SUPPORTING DOCUMENTS

Please see the next pages



Marvellous, you will receive a reward!
Most Marvellous Me Award - Certificate Home!
Marvellous Me Badge

Thumbs up! You are marvellous!
Ask me why?
Show us, Tell us more!

Restorative Reminder
Time Out in Class with Teacher

Restorative Reminder
Reflection with Key Stage Lead

Restorative Reflection Room
Behaviour Lead

Reflection Room
Behaviour Lead/Parent Meeting

Internal Exclusion
SLT/Behaviour Lead

Deputy Head Teacher meeting/
Head Teacher Meeting.

| | <u>Behaviour</u> | <u>Consequence / Reward</u> |
|----------------------------------|---|--|
| | Over and Above <ul style="list-style-type: none"> - Exemplary behaviour. - Consistently following the Northway Values. | Class Rewards: Class of the Month: (Most Marvellous Me Badges) Friday Games Afternoon Class of the Week: (Most Marvellous Me Badges) Quiz time with Mr D. and Popcorn The Most Marvellous Me Award: (Most Marvellous Me Badges) Afternoon Tea Marvellous Me Badge: Daily Certificates for children who exhibit exemplary effort and behaviour. |
| All pupils | Recognition for following Northway Values <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 | Pupils will be reminded that if they continue to follow the Northway Values they may be seen as 'Over and Above' and be recognised even further. <u>Rewards at this level:</u> <ul style="list-style-type: none"> • Verbal Praise • Thumbs up • 'Ask Me Why' Sticker • Marvellous me Visit to <ul style="list-style-type: none"> ○ Subject Lead ○ Key Stage Lead ○ Behaviour Lead ○ SLT Member of Staff ○ See Mr Hargreaves |
| Staff witnessing incident | Level 1 <ul style="list-style-type: none"> • Distracting others during carpet time or transitional periods. • Calling Out • Arguing with peers | Non-Verbal <ul style="list-style-type: none"> - A look, - Standing near the child - Praise children nearby - Silent Wait Verbal Request <ul style="list-style-type: none"> - Reminder of Northway Values - Restorative Conversation <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 style="text-align: center;">Class Teacher</p> | <p>Level 2</p> <ul style="list-style-type: none"> • Disruption to learning. • Continued arguing with peers • Throwing equipment • Constant Chatter-leading to incomplete work. | <p><u>Restorative Reminder</u></p> <p>'Name' you have continued to (describe action) you now have to move your name down the ladder (Orange). If you choose to describe (desired behaviour) you can move back up to green and be recognised, if not, you will risk a missing lunch.</p> <ul style="list-style-type: none"> - Time out in class with Class Teacher - Missed Play with Class Teacher |
| <p style="text-align: center;">Key Stage Lead/ Behaviour Lead</p> | <p>Level 3</p> <ul style="list-style-type: none"> • Refusal to follow instructions • Rudeness to adult • Swearing <p><u>Continued or ongoing displays of the above behaviours:</u></p> <ul style="list-style-type: none"> - More than twice in a day - Continuation over a number of weeks | <p><u>Key Stage Lead:</u></p> <p>Miss Break Reflection room</p> <p>'Name' you have continued to (action), you now need to think about making the right choice (desired behaviour) at break time.</p> <ul style="list-style-type: none"> - Phone call home/Conversation with Parent <p><u>Behaviour Lead:</u></p> <p>Missed Lunch: Reflective Room Positive Support Plan Reviewed or Implemented Class Teacher to record a week record on Star chart</p> |
| <p style="text-align: center;">Behaviour Lead</p> | <p>Level 4</p> <ul style="list-style-type: none"> • Harm of an adult/child (Emotional Response) • Climbing on school property as a display of defiance • Leaving the classroom • Racist incidents due to lack of understanding. | <p><u>Behaviour Lead:</u></p> <ul style="list-style-type: none"> - Immediate Behaviour lead intervention - Phone call home - Meeting with Parent - Positive Support Plan Reviewed or Implemented - Reflective Room - Loss of privileges for a determined period of time <ul style="list-style-type: none"> ○ Clubs ○ Football ○ Responsibilities |

| | | |
|---------------------------|---|--|
| Behaviour Lead/SLT | <p>Level 5</p> <ul style="list-style-type: none"> • Harm of an adult/child with intent • Dangerous Behaviour • Purposefully destroying school property • Racist / homophobic incidents with intent and understanding. | <p><u>Behaviour Lead/SLT</u></p> <p>Possible sanctions:</p> <ul style="list-style-type: none"> - Record incident on CPOMS - Phone call home - Meeting with parents/ carers - Positive Support Plan Reviewed - Official notification to parent of internal exclusion - Internal exclusion AM/PM or Full day - Meeting with SLT Member of Staff - Risk assessment reviewed/undertaken <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 <p style="text-align: center;"><u>Inform Social Inclusion 0151 233 5994</u></p> |
| SLT / Head Teacher | <p>Level 6</p> <ul style="list-style-type: none"> • Attempt to Leave School Grounds • Visible Bodily harm to child/adult • Use of an object to harm child/adult with intent to cause harm. • Ongoing Racist behaviour | <p><u>SLT/Head Teacher</u></p> <ul style="list-style-type: none"> - Record on CPOMS - SLT Meeting with Parents - Risk assessment reviewed/undertaken and shared with parents/carers <p><u>Consequence at this level</u></p> <ul style="list-style-type: none"> - Internal exclusion - Fixed term exclusion - Several days 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



Most Marvellous Me Award

This award goes to

_____ for _____

Awarded by: _____

Date: _____



Class of the Week

This award goes to



Courage



Compassion



Forgiveness



Hope



Perseverance



Respect



Trust



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

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