



Behaviour Policy

Policy Version Control	
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Policy prepared by (name and designation)	Amy Young – Head Teacher Sarah Kelly – Deputy Head Teacher Rhys Tapner – Assistant Head Teacher
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Overview

At Northwood Primary School, our motto is 'Putting children first'. We strongly believe in creating a learning environment that promotes positive attitudes to life-long learning; celebrates the diversity in our community; embraces British and our own School Values and upholds an excellent standard of behaviour. We can achieve our aims through kindness and building strong relationships with our whole community. For this reason, we have made the decision to have values at Northwood instead of rules. Our five values are:

- ❖ **Be kind**
- ❖ **Be brave**
- ❖ **Be respectful**
- ❖ **Be part of a team**
- ❖ **Be the best you can be**

Northwood's Behaviour & Culture Approach	
Logo	Northwood's Values
 'PUTTING CHILDREN FIRST'	<ul style="list-style-type: none">❖ Be kind❖ Be brave❖ Be respectful❖ Be part of a team❖ Be the best you can be
Relentless Routines	
Consistent arrivals <ul style="list-style-type: none">• Children are greeted at any door they enter• Staff will say 'good morning' to each child and children are expected to respond in an appropriate manner• When children enter school, they will hang up their coat using the hook in their coat if they have one• They will take out the items they need in the classroom from their book bag then put their bag in the basket• When entering the classroom, children will begin their morning learning• Other adults in the room will be directed by the teacher• All children will be ready to start the first lesson of the day by 8.55am	
Moving around school <ul style="list-style-type: none">• Everyone walks around school• Keep your hands to yourself – hands by your sides• We have straight, silent lines• We walk to the left	
Playtime & Lunchtime <ul style="list-style-type: none">• Children must be taken outside by the class teacher at playtime and lunchtime (PPA cover)• Y4-6 indoor offer will be in Class 11 and children will use Y5 toilets during playtime• Children need to be encouraged to go to the toilet before they leave the classroom for lunch• Children in Years 1, 3 and 4 will use the Year 1 toilets• Children in Years 2, 5 and 6 will use the Year 2 toilets• Only one class at a time will walk up the external stairs – this will be in the order of class numbers	
Assembly <ul style="list-style-type: none">• Music to be played when children are entering and leaving the hall• Children will line up to come into assembly• Children to have their hands on their hips to ensure they have enough space to sit down• Children will remain standing until all children are in position• Staff will use a non-verbal cue to signal that children can sit down – move hands down in front of them	
Gaining Attention <ul style="list-style-type: none">• 'Stop and give me your attention please' and put your right hand in the air• Children to stop what they are doing, put their right hand in the air and give the adult their attention• The verbal cue is not needed in louder and larger spaces – it should not be shouted• All staff must insist on all children complying• All staff must model this e.g. in assembly, when moving around school	

Rewards

At Northwood, children will be rewarded for demonstrating our values consistently. We recognise and reinforce positive behaviours and attitudes through the use of rewards. They must be well-timed and appropriately earned. Rewards should not be used disproportionately for a child who finds behaving more of a challenge; we should never overlook the children who always 'do the right thing', whilst working hard with the children who struggle to do this.

Jar of Jewels (from January 2026)

At a whole school level, each class will have a jar and work together as a team to fill their jar with jewels to earn a reward (we expect this will take approximately a term). The rewards classes can select from are; a film and popcorn, an indoor/ outdoor picnic or a sporting activity e.g. a game of rounders, parachute etc. (no football). All staff members will be involved in noticing children who hold our values consistently and to a high standard.

Stars of the Week

Each week, teachers pick two children who have impressed them that week. Their positive behaviours are celebrated when they receive a certificate in our weekly celebration assembly. Teachers explain how the children have earned the certificate and senior leaders award them. Photographs are taken to share on social media and children's photographs are displayed in The Street the following week to celebrate their successes.

Praise and Stickers

Children are praised and rewarded with stickers for positive behaviours and holding our five values.

Importantly, there will be no other formal rewards created by staff. Consistency across the school is key and, therefore, for children with emotional and behavioural difficulties, alternative plans are agreed with the Behaviour Team (SLT, Behaviour Lead and Home School Mentor) and families.

Poor Behaviour

In a primary school, children are not only learning to read, write and count – they are also learning behaviours that are expected of them in society. Therefore, children will require their behaviour choices to be checked or addressed, at times. Behaviour is everyone's responsibility so if a child displays behaviour choices that need to be addressed, the member of staff who witnesses, or is alerted to, will address this behaviour

Before this conversation happens, it is vital that the adult stops and considers:

- How would I speak to this child if their parent/carer was on my shoulder?
- It is my professional responsibility to stay calm; I need to be mindful of my tone, body language and intonation.
- How can I make my point concisely? I need to keep further disruptions to learning to a minimum.

Children learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Sanctions Procedure

We have an agreed system of sanctions which all staff must adhere to. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed.

Detention outside of school hours is not part of our agreed sanctions. In exceptional circumstances, depending on the nature of the offence, the sequence of sanctions will be bypassed, resulting in fixed term or permanent suspension.

More serious sanctions, such as playground suspensions or internal suspensions must be communicated with parents/ carers and logged on CPOMs by the class/ PPA teacher.

As a general rule for minor and low-level behaviours, the following sequence should be adhered to:

In Classroom	On Playground
<p>First Warning: Tell the child that they are not displaying behaviour we would expect of a child at Northwood</p> <p>This is a subtle behaviour management technique and is a quiet and low-key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience.</p>	<p>First Warning: Tell the child that they are not displaying behaviour we would expect of a child at Northwood</p> <p>This is a subtle behaviour management technique and is a quiet and low-key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience.</p>
<p>Final Warning: Tell the child that this is their final warning.</p> <p>Children should be fully aware of what this means and the consequences (see below) of continuing with the behaviour.</p>	<p>Final Warning: <i>If it is the same adult or an adult who has been informed the child was on a first warning, tell the child that this is their final warning.</i></p> <p>Children should be fully aware of what this means and the consequences of continuing with the behaviour.</p>
<p>FROM NOW ON, NO MORE WARNINGS. ACTION IS TAKEN.</p>	
<p>Time out 1:</p> <ul style="list-style-type: none"> Child is sent to a designated area of their own classroom Child spends 5-10 minutes sitting alone, in order to reflect and calm down without causing disturbance. Where possible, they should continue with their work 	<p>Time out 1:</p> <ul style="list-style-type: none"> Child is sent to a designated area of the playground Child spends 5-10 minutes, sitting and reflecting on their behaviours, in an area that will not disrupt others Class teacher informed
<p><i>For any child consistently receiving Time Out 1 may need to miss some of their lunchtime so they can have more time to reflect. Class teacher should consider contacting parents</i></p>	
<p>Time Out 2:</p> <ul style="list-style-type: none"> Child is escorted to an agreed colleague (generally year group partner) Up to 1 hour (which may include playtime) working alone without causing disturbance. They should spend the time reflecting on their behaviour and write or draw how they were feeling. Any work they have missed should be completed at either play or lunch time as soon as practically possible. Parents must be informed by the class/ PPA teacher. This should be recorded on CPOMs 	<p>Time Out 2:</p> <ul style="list-style-type: none"> Removal of playtime/ some of lunchtime as appropriate. Class teacher informed – a time out slip will be completed so this information can be shared discreetly. Class teacher must ensure that parents/ carers are made aware of the removal of playtime, rational behind decision and next steps. This should be recorded on CPOMs (form should be scanned in)

Restore & Repair – to take place following any Time Out 2

It is important that a restorative conversation happens as soon as is practical. Children need to know that if behaviour falls short of the standard expected by the school, they will have to face it, during a 'restore and repair conversation.' This will be with the adult that imposed the time out and not during lesson time. This is the chance for the adult and child to discuss the behaviour that led to the time out and any possible consequence.

This conversation must be recorded on CPOMs and should contain information about what happened, key details and outcomes.

The key Restore and Repair Conversation questions are below. Six questions is enough to aid reflection. Where the adult deems it appropriate (and in the Early Years), it will be fewer than the six:

- 1. What happened?**
- 2. How were you feeling at the time/ out of 10?)**
- 3. How are you feeling now?**
- 4. Who has been hurt/upset?**
- 5. What should we do to put things right?**
- 6. How can we do things differently in the future?**

For any child consistently receiving Time Out 2

- Notify SLT via CPOMs
- Involvement of SENDCo, as necessary
- SLT/ SENDCo will advise on how to begin behaviour monitoring to identify triggers

If no improvement:

- Parent/carer meeting to agree support required
- Consider recommendations from professional agencies

Isolation

This will only be used in extreme cases and is not something children work towards
e.g. extreme physical violence, homophobic, racist language etc.

Isolation:

- Child is escorted to a Senior Leader
- Up to half a day working alone without causing disturbance (which may include removal of playtime)
- Parent/carer informed by SLT
- Record on CPOMS

Playground Suspension:

Parents/carers must always be informed by the Senior Leader, who will also record it on CPOMS.

SLT will follow the same process for Restore and Repair as Time Out 2

Suspension

When a child is suspended, for any length of time, they cannot be positively influenced by school; as such, it is not an approach taken lightly by the school and is only used as a last resort. Importantly, however, a school must have procedures in place, by law, should the need or situation arise. Our procedures are detailed within our Trust Exclusion Policy which is found here:

<https://www.lingfieldeducationtrust.com/trust-policies>

Physical Intervention

Children should not require physical intervention, unless they are posing an immediate risk to themselves, or others. As such, we have robust guidelines in place relating to the use of any form of physical intervention which are based on the best practice principles outlined in 'Positive Environments, Where Children Can Flourish' (OFSTED, 2018).

Behaviour in Our Community

Children who attend Northwood Primary School are its ambassadors beyond the school day. As such, we address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school-organised or a school-related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school. Incidents outside school would be investigated fully and normal sanctions would be applied

Parents and Carers

Parents and carers play a vital role in the management of pupil behaviour and have the right to know that their child is doing well or needs support. They are informed of good behaviour through the relationships that staff build with our families – catching parents/carers on the yard, calling home and sending messages on Arbor are all appropriate ways to spread good news. Equally, if their child is behaving inappropriately at school, they will be informed, as outlined in the ‘Sanctions Procedure’ section. In cases of challenging behaviour, parents/carers will be invited to meet with staff. At this meeting, if deemed appropriate, a school behaviour plan is completed.

Induction

Any new member of staff joining the school receives a copy of this policy, and any relevant training.

Review

It is important that the school’s work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents/carers and children have the opportunity to review the success of the school’s approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback. The policy also closely aligns to the Lingfield Education Trust Behaviour Principles, which can be accessed here: <https://www.lingfieldeducationtrust.com/trust-policies>

Appendix 1:

Lunchtime Slip

Time Out 2	
Name	Reason
	Refusal to follow instructions <input type="checkbox"/> Physical behaviour <input type="checkbox"/> Verbal behaviour <input type="checkbox"/> Other:

Appendix 2:

Toolbox to support de-escalation techniques

Fresh Face	Move back out of immediate range and let other staff/pupils become the focus
Reassurance	'I'll always try to be here if you need me' 'Although that was wrong, we can help you put things right again'
Success Reminder	'Remember that excellent number work you did for me this morning...?'
CALM talking	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.
Distraction	Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, 'When I was talking to your...on the phone...' 'Did you watch the football last night?' 'Would you like a drink of water?'
Contingent Touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's plan and signed by parent/carer.
Reflective Listening	Focus on 'feeling' words.... o Note general content of message o Observe body language o Ask yourself, 'If I were having that experience right now, what would I be feeling?' o Reflect meanings. 'You feel....because...'
Humour	'Did you hear the one about....?' 'Knock knock...'
Planned Ignoring	If it isn't upsetting anyone else... Give a child 'quiet time' with no interaction, other than reflection
Withdrawal Offered	'Why don't you go and finish that work in the library...?'
Antiseptic Bounce	Ask the child to deliver a message with 'AB' written at the top – this gives the child time out
Emphasise concern for welfare	'Are you alright? ... Show me that hurt finger...Ooh that must hurt a lot... Did you have a nice tea last night?'
Help Script	'Name, I can see you're upset/angry...I'm here to help. Come with me. You talk, I'll listen.'

Appendix 3:

Behaviour Plan

<u>Behaviour Support Plan</u>			
Name: _____		DOB: _____	
Brief Statement of Needs (Including all medical information)			
Things child likes:		Things child does not like:	
<ul style="list-style-type: none"> • 			
<i>Preferred Supportive Strategies. (Number in order of preference).</i>			
Verbal advice & support	Contingent touch		
Reassurance	Planned ignoring		
C.A.L.M. talking & stance	Time out offered		
Time out directed	Fresh face		
Humour	Choices/limits/consequences		
Negotiation	Space given		
Step away	Reflective listening		
Success reminder	3 part assertive message		
Distraction (key words/objects/likes)	Antiseptic bounce		
<i>Preferred Handling Strategies (where necessary)</i>			
Friendly Hold		Guide and escort	
Single elbow stood/ seated		Half shield	
Figure of Four			
Double elbow stood/ seated			
Comments and reasons for use, stating preferred staff and get-outs			
De-briefing process and after-care provision following an incident			
Signatures:			
Class teacher:		Headteacher:	
Date:		Parent:	
		Renewal Date:	
Further information overleaf Yes / No			

<u>Triggers</u>	<u>Prevention Strategies</u>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Common behaviours which may lead to positive handling:</p> <p>EARLY WARNING SIGNS:</p> <ul style="list-style-type: none"> • 	<p>What can you do if I display challenging behaviour?</p> <p>EARLY WARNING SIGNS:</p> <ul style="list-style-type: none"> •
<p>IF EARLY WARNING SIGNS ARE NOT NOTICED I MIGHT:</p>	<p>IF THE SITUATION ESCALATES:</p> <ul style="list-style-type: none"> •
<p>Times or situations when such behaviour is likely to occur:</p> <ul style="list-style-type: none"> • 	<p>AFTERWARDS:</p> <ul style="list-style-type: none"> •

