



Behaviour Support Policy

October 2023

Approved by Local Governing Body November 2023

Review Date Autumn Term 2024

Policy Statement

It is our aim at SHINE Academies to create an environment which encourages reflection and positive behaviour, respect and self-regulation. It is acknowledged that society expects positive behaviour as an important outcome of what we learn in school.

In order to operate and function efficiently and safely, the Trust has a firm and fair approach to behaviour, taking into account the needs and backgrounds of all our pupils.

It is therefore essential to adopt a set of values and expectations and outcomes appropriate to all pupils.

Aims

- To develop a whole-trust policy and practice based on a sense of community and shared values, supported and followed by the whole trust community.
- To ensure that there is a consistent and clear system of shared values, rewards and outcomes which are known by parents, teaching staff, pupils and governors.
- To help pupils to understand the need to make positive behaviour choices in order to create and promote a caring family atmosphere in which teaching and learning can take place.
- To help pupils to make positive choices about their behaviour by teaching values and attitudes through a stimulating curriculum.
- To encourage and reward positive behaviour choices.
- To support pupils in a sensitive and appropriate manner, encouraging improved behaviour.
- To promote equality of opportunity, eliminate all discrimination and promote the need for positive behaviour choices, regardless of age, gender or racial background.

Northwood Park Primary School Rules

Our school motto, 'Make the most of this opportunity' is underpinned by our school values and rules.

All of our staff and children know and follow our School Rules:

- Work hard
- Work together
- Work in a way which makes you proud

Staff and pupils know our School values and choose to:

- Strive – We work hard and are patient with ourselves and others.
- Harmony – We work together and make the most of the diversity in our school. Every member of our school deserves to be treated with respect and this is how we communicate and behave with each other.
- Inspire – We behave in a way we would be proud for people to copy.
- Nurture – We are kind to each other. We offer support and challenge in an appropriate and compassionate way.
- Excel – We do our best and provide conditions for others to do their best around us.

Restorative Practice

We want our children to understand that there are always consequences to our actions, therefore we have both positive and negative consequences, according to our behaviour choices. If a child makes a choice that will lead to a negative consequence, they will have some reflection time, where they will be supported to think about their actions, how this affected others, and how they can make more helpful choices next time.

Response Pathway (All lists below are not exhaustive)

SHINE Academies will use a response pathway for any behaviour which may lead to a negative consequence. We use transferable language so that children can understand how consequences in school link to consequences in adult life.

Behaviour examples	Response level	Consequence	Response options
Low level disruption Low level disruption and talking in class Failure to complete classwork Rudeness Use of mobile phones in school Graffiti Swearing (indirectly or with little understanding of language used) Name-calling	R1	<ul style="list-style-type: none"> • Struggle at school (or at work) • Miss out on opportunities • Upset friends who want to focus • Peers will avoid working with you • Financial issues (it will cost money to repair or clean) 	<ul style="list-style-type: none"> • Verbal reminder and the chance to self-correct • Change of seating within class
Continuous low level disruption	R2	<ul style="list-style-type: none"> • Fall behind in school (underperform at work) • If prolonged, you could lose your place in class (job) • Lose out on future opportunities • Lose friends because they do not want to miss out on opportunities 	<ul style="list-style-type: none"> • Yellow card and a final chance to self-correct • Change of seating within year group • Break-time reflection

Discrimination or Harassment – Racist/homophobic/sexist language	R3	<ul style="list-style-type: none"> • Lose job (and opportunity to work in certain fields) • Criminal charges 	<ul style="list-style-type: none"> • Lunchtime reflection • Temporary removal to parallel class in year group to reset and refocus
Vexatious or Bullying behaviour including cyber-bullying	R4	<ul style="list-style-type: none"> • Loss of privileges • Being seriously hurt through retaliation • Being seriously hurt by ill- health 	<ul style="list-style-type: none"> • Internal reflection away from year group • External reflection/ fixed term exclusion • Referral to external provision • Permanent exclusion • Reduced School Timetable
Possession of banned items or any illegal behaviour			
Truancy, smoking, stealing or theft.			
Refusal to comply with disciplinary sanctions			
Violence towards an adult or peer			
Intended spitting or coughing (See pandemic advice appendix 1)			

Agreed Common Language

A key part in ensuring successful behaviour management is consistency including both the following of the policy and the language being used. The following is the terminology agreed for use when managing behaviour.

- Reward
- Ready
- Respectful
- Safe
- Incident Record
- Privilege
- Continuous disruption
- Low disruption
- Internal reflection time
- Reflection time
- Manners and Attitude
- Card (Yellow / red / blue)
- Serious Unacceptable Behaviour

Rewards

A major aim at SHINE Academies is to encourage pupils to practise good work and behaviour by operating a system of praise and reward for all pupils. Both the system of rewards and sanctions are grounded in the premise that pupils are responsible for their behaviour. Good behaviour necessitates the right choice being

made by our pupils. If the right choice is made, this choice will be rewarded. The following system of rewards are used to acknowledge and celebrate good work and behaviour both inside and outside school. We believe that rewards and praise, used appropriately, have a profound effect on a pupil's self-esteem and self-worth.

- Verbal praise
- Written praise via marking
- Stickers or certificates
- Visual behaviour chart
- Display
- Selection for Achievement Assembly
- Referral to the Senior Leadership Team/ Head teacher
- Phone calls or informal meetings with parents
- Messages home via Marvellous Me
- Awarded a blue card

Achievement Assembly

Achievement Assemblies are held to celebrate and reward achievements, both inside and outside school. We feel that this is a crucial aspect to our school's celebrations.

Marvellous Me

Marvellous Me is a reward system that we use to praise pupils and communicate with parents. We feel that parental engagement is imperative in ensuring pupils are happy within school and make excellent progress. Marvellous Me allows staff to reward pupils in areas that they have made significant impact. Parents, who have downloaded the app with their pupil's unique code, can see the message and 'high-five' with their response.

Behaviour Management

Colour-coded behaviour cards are used to support behaviour management. Teachers place an emphasis on using the card system to encourage and emphasise the behaviour that will lead to positive consequences.

Red Card Reflection Time

Reflection time will be on an individual case by case basis, taking into account the age and expectation of the pupil and the seriousness of the incident. Other factors that may be taken into account when allocating Reflection Time include whether there have been previous incidents of a similar nature. EHCPs, IEPs and IBPs will be taken into consideration when deciding on consequences for children to ensure they are given the correct support and interventions to allow them to improve their behaviour. Reflection time will also enable the child and adult to use restorative practice to identify emotions and impact for all involved.

Serious Unacceptable Behaviour

Where a pupil exhibits serious behaviour highlighted as bold on the behaviour chart, or if the pupil receives three 'red reflection form' incidents during a single term, then the response will be escalated to a 'Serious Unacceptable Behaviour Form'. This will result in a SUB form being completed by the member of staff working with the pupil which will be sent to a member of SLT. The SLT member will fully investigate the incident that has occurred. If the account is deemed to be accurate, sanctions will be enforced. In most cases pupils will be given a lunchtime detention, the children will be away from other children and will be

instructed to sit silently in the designated room or complete community service. Children will eat their lunch during the second half of lunchtime. In cases where lunchtime detentions are given, parents will be informed. In more serious cases pupils may be given an internal exclusion or an external exclusion

Internal Reflection Days (Internal Exclusion)

It is the responsibility of the class teacher to ensure children are receiving sufficient work to be completed throughout the day. It is also important for the Class Teacher or Teaching Assistant to complete wellbeing check-ins with the child completing internal reflection twice a day, as this will support positive re-integration back into the classroom as well as clarifying academic work. It is the responsibility of the Family Liaison or Behaviour Officer to deliver restorative intervention work during any gaps.

Individual Behaviour Plan (IBP)

The class teacher has the responsibility to note any reoccurring behaviour which may to a child needing an IBP. Communication with parents or carers will be sought at the earliest opportunity and all parties will be involved in creating the IBP. At the IBP meeting, a discussion will take place around triggers that have been identified, successful/unsuccessful strategies for dealing with the pupil's behaviour, rewards and consequences.

The Recording of Reflections Forms

R3/4 forms to be initially completed by adult who reported the incident then completed by SLT/FLO and pupil together then logged on CPOMs and data sheet by FLO. Parents will have been contacted and their response will also be recorded.

Early Intervention Monitoring

The Family Liaison Team will support in identifying any behaviour issues as early as possible. If required, the Family Liaison team will work alongside other staff and appropriate support will be offered. This may include:

- Parent meetings
- Home visits
- Identifying any additional support required
- Early Help
- Possible referral to external agencies

Communication with Parents

Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in school are aware of those concerns, and of steps which are being taken in response.

Positive partnerships with parents are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given the opportunity to discuss the situation. Communication with parents is essential for all discipline related issues.

Conduct Outside of the School Grounds

The school's behaviour policy will also apply when the pupil is:

- Taking part in any school organised or school related activity

- Travelling to or from school
- Wearing school uniform

The behaviour policy will also apply, even if the conditions above do not apply when:

- The pupils actions could have repercussions for the orderly running of the school
- The pupil poses a threat to another pupil or member of the public
- The pupils actions adversely affect the reputation of the school
- School staff will only discipline pupils when they are on the school premises or under the lawful control of the pupil.

All out of school incidents are dealt with on a case-by-case basis at the discretion of the Head Teacher.

Positive Handling

Trained staff will only physically intervene in a situation, and will use reasonable force, to prevent a pupil: committing an offence, injuring themselves or others or damaging property.

Please refer to the Positive Handling Policy and the DfE's 'Use of Reasonable Force Guidance July 2013' ([Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)).

Confiscation of Inappropriate Items and Searches

If it is deemed that a pupil has brought an inappropriate item in to school, it will be confiscated by a member of staff. If a pupil brings an inappropriate item into school, the school cannot take any liability for damage or loss of the confiscated items. Inappropriate items include, but not exclusively: jewellery, mobile phones, electrical items and toys/games/cards. Teachers are permitted to confiscate items as punishment, so far as is reasonable.

If a pupil is believed to have prohibited items with them, we reserve the right to search the pupils/belongings without consent. Searches are permitted for the following prohibited items (list not exhaustive):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item which has been used to commit an offence
- Any item which is likely to cause personal injury or damage to property

Bullying

Please refer to the anti-bullying policy. (All events to be accounted for on CPOMS)

Homophobia

Homophobia in any form will not be tolerated. All incidents will be classed as R3/R4 (depending on the context) and recorded. All events to be accounted for on CPOMS.

Race Equality Policy

The Race Equality Policy is clearly outlined within the Trust's overall Policy for Multi-Cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with the School Behaviour Policy. All events to be accounted for on CPOMS.

Monitoring Racist Incidents

Racism will not be tolerated in any form and will be treated as level R3/4 (depending on the context). As such incidents will be recorded on CPOMS.

Zero-tolerance approach to child-on-child abuse including Sexual Harassment and Sexual Violence

Northwood Park Primary 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

Appropriate sanctions to list might be:

- A verbal warning
- Reflection/Restorative practice
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

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

Exclusion

The decision to exclude a pupil (fixed term or permanent) is taken when the pupil:

1. is in serious breach of the School Behaviour Policy
2. is likely to seriously harm the education or welfare of others in the school
3. after a range of alternative strategies have been tried.

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages.

Exclusion can be:

- Short Fixed Term – Arrangements for setting and marking of work must be made.
- Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for pupils on Free School Meals.
- Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

Procedures for Excluding a Pupil

For all exclusions

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 1 day
3. The relevant letter with form EX1 must be sent to pupils' services

Reintegration

A process of planned support and progress reviews is in place for all pupils following exclusion.

Special personalised learning plan is implemented for a short period of time to enable successful reintegration for full time into full time learning this will be reviewed weekly with behaviour lead and FLO.

The Governing Body Discipline Committee

1. exclusions of less than 15 days – a meeting will be convened if parents request it
2. exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
3. permanent exclusion- the Clerk must organise a meeting to be convened within 15 days

Please also refer to the child protection and safeguarding policy when using this information.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on: · Behaviour and discipline in schools · Searching, screening and confiscation at school · The Equality Act 2010 · Use of Reasonable Force in Schools (2013) (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>) ·

Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice. Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads · Keeping Children Safe in Education.

In addition, this policy is based on:

Maintained schools, pupil referral units and non-maintained special schools insert: · Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils · Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Maintained schools add: · DfE guidance explaining that maintained schools should publish their behaviour policy online

Academies, including free schools, and independent schools insert: · Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Academies, including free schools, add: · DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

Academies, including free schools, if applicable, add/amend: This policy complies with our funding agreement and articles of association.

The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour policy.

The governing board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

Academies, including free schools, and independent schools insert:

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

This policy will be reviewed by governors annually unless there are changes within the Trust.

Red Card Response Form

Adult:	Place:
Child:	Class:
Time and Date:	
Incident report:	
Reporting member of staff signature:	
SLT (R3 / R4) signature and Response level:	

- Homophobia Bullying Physical Harm vs Child Physical Harm vs Adult Theft
- Verbal Altercation Child Verbal Altercation Adult Child-on-child SH Child-on-child SV
- Damage to Property Possession of a Banned Item Racism Sexism Cyberbullying
- Continued Defiance

Red Card Reflection Form

Name:

I was not: 1: Striving 2: Working in harmony 3: Inspiring 4: Nurturing 5: Excelling

What happened:

How did I feel when this happened:

What unhelpful action did I respond with:

What helpful action could I have responded with:

What are the potential consequences of the response I chose:

Completed independently

Completed with support

Supported by (if relevant):

Red Card Reflection Form KS1

Adult:	Place:
Child/Children Involved:	Class:
Time and Date:	
Incident Report:	
Reporting member of staff:	
SLT (R3 / R4) signature and response level:	

- Homophobia Bullying Physical Harm vs Child Physical Harm vs Adult Theft
- Verbal Altercation Child Verbal Altercation Adult Child-on-child SH Child-on-child SV
- Damage to Property Possession of a Banned Item Racism Sexism Cyberbullying
- Continued Defiance

Red Card Reflection Form KS1

Name:

Date:

Class:

What Happened (brief outline by staff):

Who was involved?

How do you think they felt?



How did you feel before?

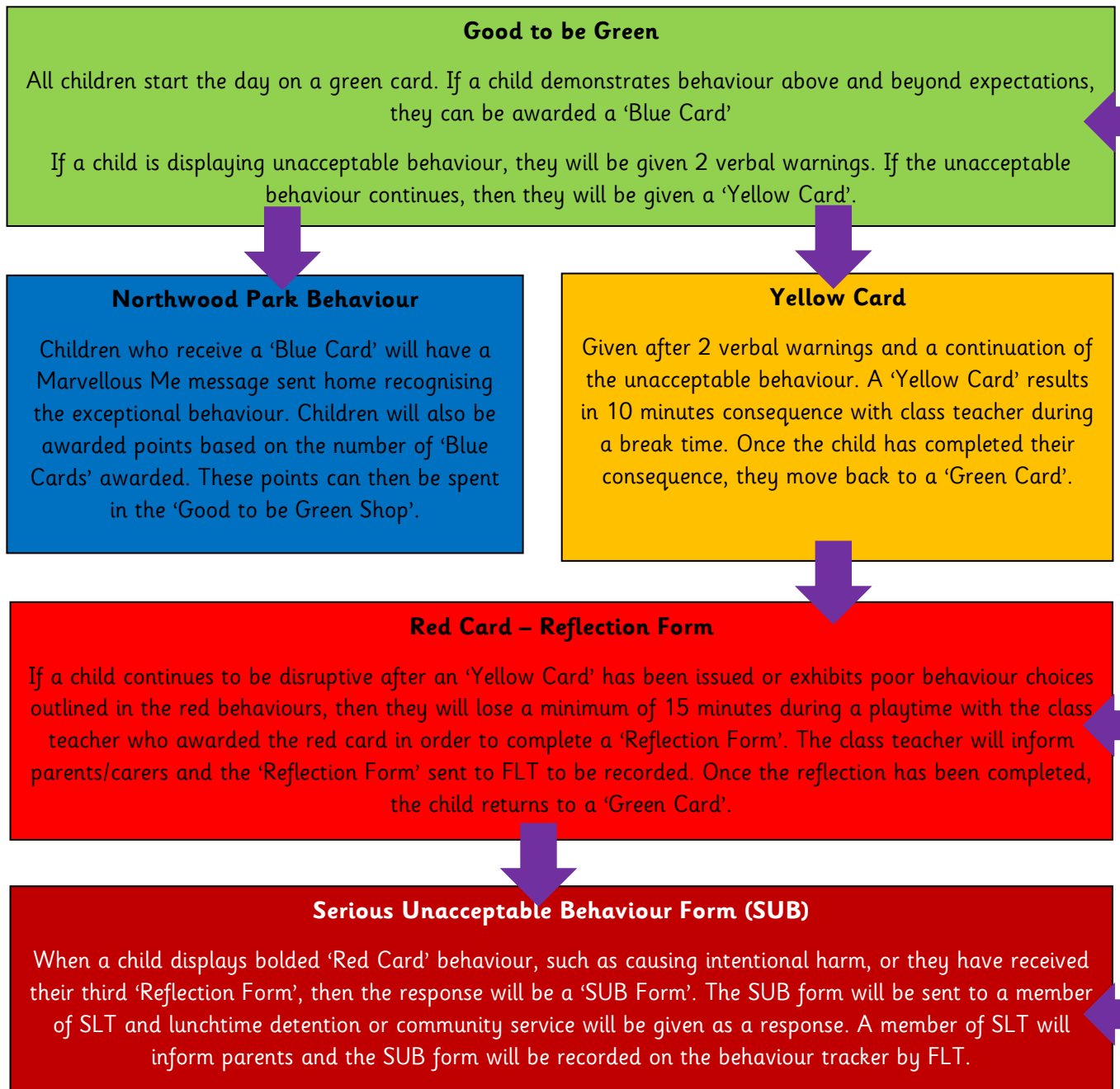


How do you feel now?



What could you do differently if this happened again?

Behaviour Pathway



Concern of Bullying

Staff member will complete a 'Bullying Concern' form which will be sent to SLT. SLT will follow the Bullying Pathway. The outcome of the investigation will be recorded on the 'Bullying Log' and all appropriate paperwork upload onto CPOMs.

Child-on-Child

Staff member will complete a 'Child-on-Child' form which will be sent to SLT. SLT will follow the SV&SH Pathway. The outcome of the investigation will be recorded on the 'SV&SH Log' and all appropriate paperwork upload onto CPOMs.

Serious Unacceptable Behaviour Record

Names of children involved:		Date:	
Member of staff completing SUB record:		Year Group:	
Details of SUB and/or Previous Reflection Forms:			
Action taken			
SLT Member:			
Have Parents been contacted?			

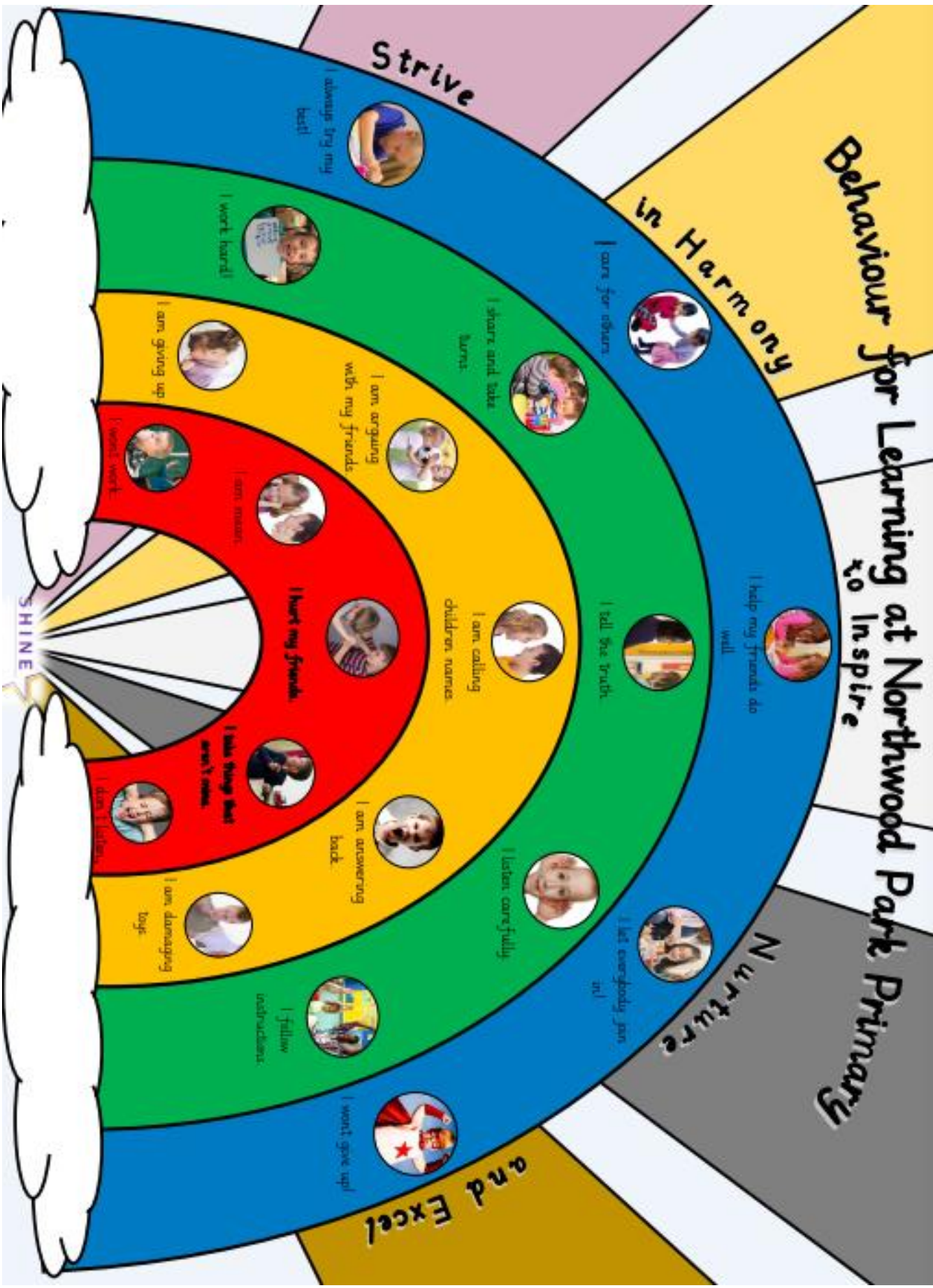
Behaviour for Learning at Northwood Park Primary to Inspire

in Harmony



Nurture

Strive

and Excel



Behaviour for Learning at Northwood Park Primary

	NORTHWOOD PARK BEHAVIOUR Determined to succeed	GREAT BEHAVIOUR Meeting Expectations	AREAS FOR IMPROVEMENT Lost learning	CAUSE FOR CONCERN Disruptive
STRIVE 	Building on feedback Learning from failures Exceptional effort	Acting on feedback Trying your best Working hard	Giving up on task Not working to ability / incomplete class work	Ignoring feedback Refused to complete task Serious deterioration of effort
BEHAPPOMENT 	Escape self-focus and show concern for others Show compromise when there is conflict	Do your part of a shared task to the best you can Share or take turns Resolve disputes cooperatively	Children arguing amongst themselves Play fighting/horraplay	Completely unacceptable language – Abuse, Bullying / Cyberbullying Teasing Threats of violence
TO INSPIRE 	Show appreciation Encourage others to do their very best To show grit, determination and diligence	Be determined to succeed Show patience and compassion Be honest and truthful	Touching other people's belongings without permission Name Calling	Pushing and shoving including relational Stealing Possession of a hazardous Causing intentional harm to others
ACCEPTANT 	Be respectful, honest, helpful and thoughtful Include everyone and make everyone feel needed	Listen carefully to others Be kind to others Show self control and self discipline	Questioning request of staff Using inappropriate language (direct and unintentional)	Refusing to follow an instruction Using inappropriate language (direct and intentional)
ASPIRENT 	Highly engaged and always focused Excellent contributions Show optimism in the face of challenge	Listening well Responding well Paying attention	Calling out Passive learning Answering back Damaging equipment through misuse	Repeated defiance Persistently disrupting learning Spitting Vandalism

Rewards and Consequences at Northwood Park Primary

	NORTHWOOD PARK BEHAVIOUR	GREAT BEHAVIOUR	AREAS FOR IMPROVEMENT	CAUSE FOR CONCERN
Work Hard, Work Together and Work in a way that makes you Proud 	Determined to succeed Marvelous Mr home Points awarded	Meeting Expectations Verbal praise	Lost learning Verbal warning Warning card Cool off time Change of seat Loss of break time Contact parents	Disruptive Completion of Reflection Form Class teacher contact parents 3 RED CARDS RESULT IN SUB FORM SENT TO SLT AND A DETENTION ISSUED