

## Northowram Primary School

### Behaviour Policy

<b>Version</b>	09/25
<b>Name of Policy Writer</b>	Northowram Primary School
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<b>Last updated</b>	November 2024
<b>Next Review Due</b>	September 2027

## Introduction

### 1. Vision and Rationale

At Northowram Primary School, we believe that every child has the right to learn in a safe, calm, and respectful environment. This policy is rooted in the belief that good behaviour is taught and reinforced through high expectations, consistent routines, and strong relationships. It is influenced by key principles of effective behaviour management, particularly the importance of clarity, consistency, and culture.

### 2. Core Behaviour Principles

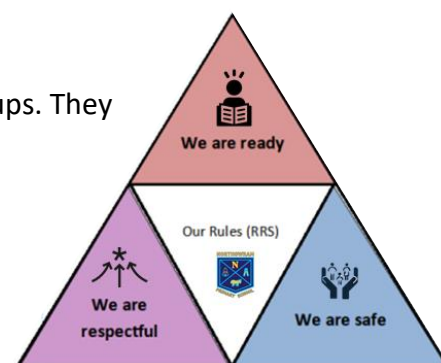
We adopt the following principles throughout our school:

- **Clarity:** Children should know what is expected of them, and adults must clearly communicate rules, routines, and consequences.
- **Consistency:** All adults must apply expectations fairly and reliably, creating a sense of safety and predictability.
- **Culture:** A strong, positive school culture must be built deliberately, where kind, respectful, and responsible behaviour is taught and celebrated.
- **Simplicity:** Rules and routines should be easy to understand, remember, and follow.

### 3. School Rules

Our school rules are simple, clear, and consistent across all year groups. They are explicitly taught, modelled, and reinforced:

1. **Be Ready** – prepared to learn and listen.
2. **Be Respectful** – to yourself, others, and the school environment.
3. **Be Safe** – make choices that protect yourself and others.

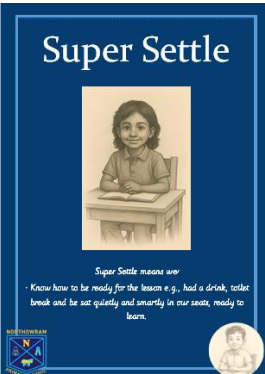
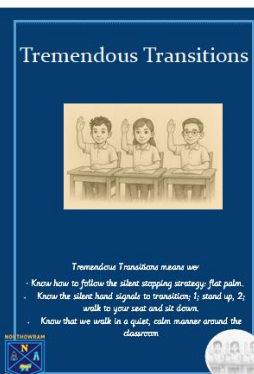
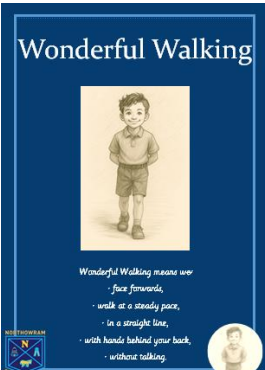
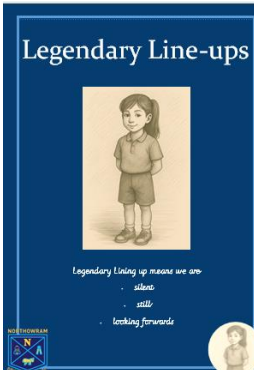


Our school values and school rules underpin all behaviour expectations in and out of the classroom.



#### 4. Routines and Expectations

Staff explicitly teach and practise routines for:

<ul style="list-style-type: none"> <li>Entering classrooms through our <b>Super Settle</b></li> </ul>	 <p><b>Super Settle</b></p> <p>Super Settle means we</p> <ul style="list-style-type: none"> <li>Know how to be ready for the lesson e.g., had a drink, toilet break and be sat quietly and smartly in our seats, ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Transitioning between activities through our <b>Tremendous Transitions</b></li> </ul>	 <p><b>Tremendous Transitions</b></p> <p>Tremendous Transitions means we</p> <ul style="list-style-type: none"> <li>Know how to follow the silent stopping strategy: flat palm.</li> <li>Know the silent hand signals to transition: 1; stand up; 2; walk to your seat and sit down.</li> <li>Know that we walk in a quiet, calm manner around the classroom.</li> </ul>
<ul style="list-style-type: none"> <li>Moving around the school through our <b>Wonderful Walking</b></li> </ul>	 <p><b>Wonderful Walking</b></p> <p>Wonderful Walking means we</p> <ul style="list-style-type: none"> <li>face forwards,</li> <li>walk at a steady pace,</li> <li>in a straight line,</li> <li>with hands behind your back,</li> <li>without talking.</li> </ul>	<ul style="list-style-type: none"> <li>Lining up through our <b>Legendary Line Ups</b></li> </ul>	 <p><b>Legendary Line-ups</b></p> <p>Legendary Lining up means we are</p> <ul style="list-style-type: none"> <li>silent</li> <li>still</li> <li>looking forwards</li> </ul>
<ul style="list-style-type: none"> <li>Lunchtime and playtime conduct; see 'The Northowram Way' Behaviour Map.</li> </ul>			

A taught behaviour curriculum helps us to reinforce these routines daily. For the full content, please refer to the policies section on our website at; <https://www.northowram.calderdale.sch.uk/policies/> . This policy makes clear the expected behaviours we will see in our school, if we follow our school rules. This is called 'The Northowram Way' Behaviour Map.

**The 'Northowram Way' Behaviour Map; This is a table explaining the expected behaviours we will see in our school, if we follow our school rules;**



Manners	Uniform	Assembly	Moving Around School
Know that we should always say please and thank you. Know that it is polite to hold doors open for others. Know that we should say 'Good morning or afternoon'. Know that it is polite to look at the person you are talking to. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. Know that we pick up litter, coats and resources if on the floor or untidy. Know that we should say 'excuse me' if someone is in our way. Know that we should be positive and upbeat when talking to adults and each other by smiling when we are talking to them.	Know that we wear full uniform, and it is worn correctly – t-shirts tucked in etc. Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately. Know that we can wear a watch and stud earrings and no other jewellery/smart watches. Know to wear correct PE kit as appropriate for PE days. <b>Going Home</b> Know that we say good afternoon to everyone at the end of the day. Know that we stack/tidy our chairs. Know that we go to collect our belongs sensibly and calmly.	Know that we enter/exit in silence and we walk into/out of the hall. Know the expectations for sitting. Know that we sit cross-legged and hands still. Know that we face the assembly leader and face forwards with eyes on the speaker Know that we use silent hands-up to contribute. Know that we participate actively – singing etc.	Know that we walk around school using <b>wonderful walking</b> (facing forwards, walking at a steady pace, in a straight line, with hands behind your back, without talking). Know that we use <b>legendary line-ups</b> when lining up (silent, still, looking forwards). Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom). <b>Attendance</b> Know that we try to attend school every day. Know that we must try to arrive at school on time every day.
Playground	Classroom	Library	Outside of School
Know that we must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that we must be kind, by including people in our games and sharing equipment. Know that we help tidy up at the appropriate time. Consistent stop; Know that when the whistle is blown we stop and listen to the instructions. When coming inside, we always walk and line up, using <b>legendary line-ups</b> . Know that we walk back into class using <b>wonderful walking</b> (facing forwards, walking at a steady pace, in a straight line, with hands behind your back, without talking). Know that you should not scream when playing together at playtime.	<b>STAR;</b> <b>SITTING:</b> Know that we have good sitting posture: Ensure 6 feet on the floor Tummy Near Table (TNT) <b>Bottoms in the Back of our Chair (BBC).</b> <b>TRACK;</b> Know that it is polite to track/ look at the person you are talking or listening to. <b>ATTENTION;</b> Know that we actively listen. Show this by nodding, smiling and so on when someone is speaking. <b>RESPECT;</b> know that we respond to your classmates and teacher so they know you were listening. Consistent stop; Know how to follow the silent stopping strategy: flat palm. Know the silent hand signals to transition; 1; stand up, 2; walk to your seat and sit down. Know that we keep our workspaces /resources tidy (before/during/after work). Super settle; Know how to be ready for the lesson e.g., had a drink, toilet break etc. Know that we place chairs under the table when leaving seat. Know that we walk in a quiet, calm manner around the classroom. Know that we treat equipment appropriately and with respect. Know that we answer the register by saying good morning or afternoon. Know that we follow the presentation guidelines in our books.	Know that we talk quietly in the library. Know that we place books carefully back on the shelf in the correct space. Know that we look after our schoolbooks so that everyone can enjoy them. Know that all books stand the correct way up, with spine out if on a shelf, front cover facing forward if in basket. Know that no food or drink should be consumed in the library. Know that we treat our soft furnishings with respect	Know that when we are wearing your school uniform, we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting or swearing. <b>Online</b> Know how to stay safe online and use technology sensibly and safely. Know that we remain polite and kind even on online platforms. Know who to go to for help and support.
Lunch Halls			
Know that we line up quietly and sensibly. Know that we say please and thank you. Know that we eat using a knife and fork. Know that that we chew with our mouths closed. Know that we raise our hand to ask for help. Know that you should use a quiet voice in the dinner hall. Know that when eating, we stay in our seats facing our food. Know that we clear away our table space, cutlery, plate, cup and leave tidy.			

## 5. Recognition and Positive Reinforcement

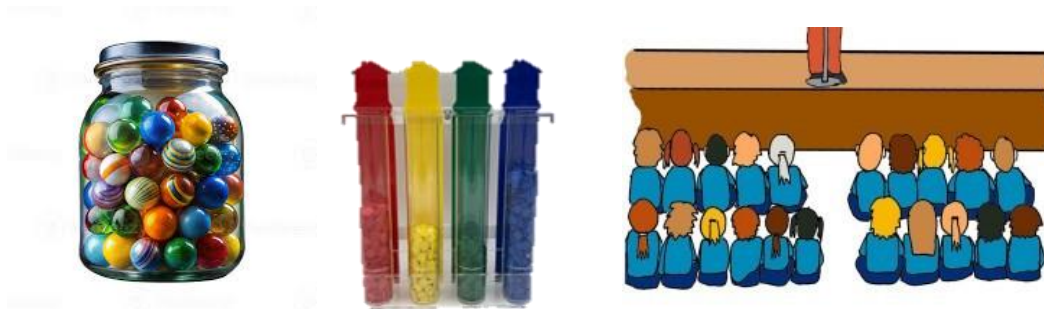
We focus on recognising positive behaviour frequently and publicly. Staff use:

- Specific verbal praise (“Thank you for showing me you're ready by sitting quietly.”)
- Class rewards (e.g. marbles in a jar)
- Recognition Boards in all classrooms
- Whole-school systems (e.g. celebration assembly and hot chocolate Friday’s)
- House points
- Marvellous Me

Praise is always specific, sincere, and linked to our school rules.

### Rewards and Recognition for Good Conduct

At our school, we believe in celebrating and encouraging good behaviour through a variety of positive rewards. Children can earn house points for showing kindness, working hard and making good choices. These points contribute to their house team and are celebrated in assemblies. Half-termly rewards to the winning team (e.g. non-uniform day) will be given. Classes also work together to earn marbles in a jar for whole-class achievements such as lining-up quietly, showing teamwork or tidying up well- when the jar is full, the class enjoys a special reward. We also use recognition boards in classrooms to highlight children who demonstrate our school values, helping to create a positive and encouraging learning environment for everyone. In addition, we hold regular celebration assemblies, where children who have consistently shown our school values- such as respect, responsibility, resilience and kindness- are recognised in front of their peers, staff and families. These assemblies help to build confidence, promote a sense of pride and encourage others to follow their example.





## 6. Sanctions and Consequences

When behaviour falls short of our expectations, we respond with calm, fair, and consistent consequences.

### Consequence System:

- 🏠 **Reminder** – a gentle reminder of expectations.
  - 🏠 **Warning** – a clear verbal warning with a reference to the rule.
  - 🏠 **Time Out or Reflection** – a short time away from the activity.
  - 🏠 **Internal Referral** – child works in another classroom or with a senior staff member.
  - 🏠 **Lunchtime detention** – child complete a reflection sheet (see example in Appendix 1), writes an apology or discusses the behaviour with a member of staff
  - 🏠 **Parent Contact** – discussion of next steps.
  - 🏠 **Further Sanctions** – e.g. loss of privilege, lunchtime detention, or internal exclusion.
- Serious behaviours (e.g. violence, discriminatory language, bullying) may bypass steps and result in immediate referral to SLT (Senior Leadership Team).

### Serious Behaviour Incidents

At Northowram Primary School, certain behaviours are considered particularly serious due to their impact on the safety, wellbeing, and respectful culture of the school. The following behaviours are treated as serious incidents and require immediate escalation:

- Physical violence (e.g. hitting, kicking, pushing, striking)
- Swearing or the use of offensive or discriminatory language and deliberate disrespect towards staff or other children.
- Deliberate defiance or rudeness towards staff
- Verbal aggression or intimidation
- Targeted bullying (including online, verbal, physical, or social exclusion)
- Repeated disruption after previous interventions

As children move into upper Key Stage 2, we expect a higher level of self-awareness and responsibility, and serious incidents at this stage will be treated with greater severity.

Such behaviours will result in **immediate referral to a senior leader** and appropriate consequences will be applied. These may include **lunchtime detentions, internal exclusions**, or, in the most serious or repeated cases, **fixed-term suspensions or permanent exclusion**, in line with statutory guidance. We will also carry out **investigations for serious incidents** when necessary.

Parents or carers will always be informed of serious incidents, and a restorative conversation will typically take place before the child returns to class, focusing on accountability, the impact of their actions, and strategies to improve behaviour. Our approach aims to maintain a safe and respectful environment for all, while helping children learn from mistakes and make positive changes.

## **Investigating Serious Incidents**

When a serious incident occurs, the school will take immediate steps to investigate what happened. This includes speaking to all children and adults involved, as well as any witnesses, to gather as much information as possible. The head teacher will then consider all the evidence carefully and make a decision based on the civil standard of proof- this means deciding what is most likely to have happened, rather than what can be proven beyond all doubt. The school recognises that children are still learning about behaviour, and any consequences will take into account each child's age, understanding and individual needs. Our aim is always to help children learn from their mistakes and make positive choices in the future.

## **Use of Lunchtime Detentions**

**Lunchtime detentions** are used for serious incidents, such as:

- Inappropriate language
- Physical aggression without injury
- Disrespect or refusal to follow adult instructions

During the detention, the child may:

- Complete a reflection sheet (see example in Appendix 1).
- Write an apology
- Discuss the behaviour with a member of staff

This consequence is recorded internally and followed up with parents, ensuring transparency and opportunity for improvement.

## **Physical Interventions**

All adults are trained in de-escalation strategies to help them help children who become dysregulated, lose their tempers and/or become aggressive towards staff or children. School staff have a duty of care to all staff and children which means that sometimes, it may be necessary to physically intervene with a situation to move a child or stop a situation where a child may be harming others or damaging school or others' property. Before using a physical intervention, school staff should consider whether its use is reasonable, necessary and proportionate.

Calderdale Health and Safety Officers advise schools to ensure that key staff members are trained in the use of appropriate physical intervention. 5 staff members are trained by attending a certificated 'Team-Teach' course in the use of appropriate physical intervention and training is kept up to date. Physical interventions should be avoided where possible and must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in

immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.

- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two Team Teach trained members of staff present before applying the intervention. Other staff can act as assistants or witnesses.
- Once safe, the intervention should be relaxed to allow the child to regain self-control.
- Intervention should be an act of care and control, NOT punishment.
- Physical intervention should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the intervention should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

All occasions where physical interventions have been used are logged on our monitoring system and are always reported to parents and carers.

## **Suspensions and Permanent Exclusions**

Northowram Primary School follows the guidance set out by the Department for Education [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Whilst the decision to suspend or exclude is never taken lightly, suspensions and exclusions are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in our school and maintain the safety of our school community. The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which children can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes necessary and it is accepted that not all child behaviour can be amended or remedied by support, pastoral processes, or consequences within the school.

## **7. Support for Children with Additional Needs**

We recognise that some children may need tailored approaches to behaviour due to additional needs. These adaptations are made in consultation with the SENDCo, class teacher, and parents. However, high expectations remain in place for all children, and the support is designed to help them meet those expectations and to make progress from their starting points.

For children who need more support to follow our behaviour policy, we will:



- Set clear targets in their **Personal Learning Programme** (PLP) if they have one or through a **Behaviour Support Plan** (See appendix 2).
- Involve the **SENDCo** where additional needs may be a factor
- Engage with external services (e.g. Educational Psychologist, Behaviour Support)
- Monitor progress closely and review regularly with parents

## 8. The Role of Staff

All staff are responsible for:

- Teaching and reinforcing school rules and routines
- Modelling respectful behaviour
- Being consistent, fair, and calm
- Following the agreed steps in the behaviour system
- Logging serious incidents and informing relevant staff

Leaders support staff by:

- Coaching and training
- Monitoring behaviour data
- Supporting with serious incidents and parental engagement
- Ensuring follow-through on agreed policies

## 9. Working with Parents and Carers

We believe in strong partnerships with parents. We will:

- Share behaviour expectations clearly and regularly
- Inform parents early when concerns arise
- Celebrate success with families
- Work together on agreed support strategies where needed

## 10. Monitoring and Evaluation

Behaviour is monitored through:

- Behaviour logs
- Regular staff and child feedback
- SLT learning walks
- Safeguarding and inclusion meetings






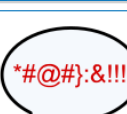
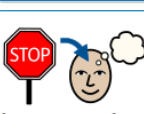
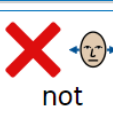
This policy is reviewed annually by the senior leadership team and governors.

## Appendix 1; Restorative Discussion; Listen, Link, Learn



### What happened?

Be open and clear about your interpretation of the incident if they cannot remember e.g. I saw.....

 shouting	 pushing	 kicking	 throwing things
 saying unkind things	 swearing	 interrupting learning	 not following instructions

### What was I feeling?

 happy	 sad	 angry
 scared	 calm	 loving
	 mixed up	





### What school rule do I need to think about?



### What could I do next time?

 good sitting	 safe hands	 kind feet
 ask for help	 use my calming strategies	 take deep breaths

### How can I make it better? How can I show that I am sorry?

 say sorry	 write a letter of apology
 tidy up	 help the person who has been hurt

Name \_\_\_\_\_ Date \_\_\_\_\_ Completed by \_\_\_\_\_

## Appendix 2; PLP Example

<p>Name: <b>ED</b></p> <p>D:O-B- 13.03.15</p> <p><b>Personal Learning Plan</b></p> <p>Class 2025-2026</p> <p>Date added to SEND register</p> <p>4/03/20 - Reception</p>	<p><b>All About Me... (Child Voice)</b></p> <p>Who am I and what is important to me?</p> <p>Things I like &amp; my strengths:</p> <ul style="list-style-type: none"> <li>• Curious and highly verbal</li> <li>• Energetic and creative</li> <li>• Strong verbal comprehension skills</li> <li>• Enjoys hands-on and interactive activities</li> <li>• Shows leadership potential during group tasks when supported</li> </ul> <p>Things I'd like to get better at:</p>																		
<p><b>Overview:</b></p> <p>Emma has difficulties with attention and focus. Easily distracted. Finds it difficult to sustain attention in whole class settings. Her work is being affected due to constant over-regulation meaning she is unable to focus and spends alot of the day cross, angry and frustrated around situations that have happened during unstructured times.</p> <p>2. Impulse Control: Blurts out answers, interrupts peers and teachers, and frequently leaves his seat (and sometimes the classroom) without permission.</p> <p>3. Emotional Regulation: Displays loud, oppositional outbursts when frustrated or when demands are placed on him</p> <p>4. Social Skills: Difficulty with peer relationships due to impulsivity and emotional outbursts.</p>	<p>emotionally regulate when back in the classroom in order to learn.</p> <p>Attention and Focus: Easily distracted. Finds it difficult to sustain attention in whole class settings.</p> <p>2. Impulse Control: Blurts out answers, interrupts peers and teachers, and frequently leaves his seat (and sometimes the classroom) without permission.</p>																		
<p><b>Specific Need:</b></p> <p><b>Communication &amp; Interaction:</b></p> <p><b>Cognition &amp; Learning:</b></p>	<p><b>Strategies, resources and/ or provision</b></p> <p><b>Calm space</b></p> <p>Adult facilitated debrief after situations</p> <p>Social analysis using comic strip conversations</p> <p>- drawing out what happened and discussing in</p>																		
<p><b>SENH:</b></p> <p>Emotional Regulation: Displays loud, oppositional outbursts when frustrated or when demands are placed on him</p> <p>Social Skills: Difficulty with peer relationships due to impulsivity and emotional outbursts.</p>	<p>The 3rd person. Look at alternative ways of dealing with it.</p> <p>Sensory area with classroom</p> <p>Break down tasks so more sustainable and less over whelming. Ensure key questions are answered and outline expectations by highlighting/ circling what is essential.</p> <p>Writing frames, models of finished work so know expectations, sentence stems, verbal rehearsal - practicing sentences before writing. Recording through alternative ways - pictures &amp; captions, diagrams, voice software.</p> <p>Give prompts and visuals to show when the child knows an answer and ensure go back and ask. Children can write or record their answer to the question - ensure look at it so they know you value their answer.</p> <p>Remind of expectations of classroom every lesson start initially to build routine.</p> <p>Outline expectations around not leaving the classroom.</p>																		
<p>Daily check in and check out with key member of staff</p> <p>Teach and practise emotional regulation strategies - SUIP groups. Emotions groups once a week, big book of calmers, Zones of regulation.</p> <p>Access to sensory tools to help regulation</p> <p>Advanced warnings before transitions.</p> <p>Explicitly teach calming strategies.</p> <p>Teach a range of games/ activities that can be done during unstructured times.</p> <p>Daily communication book or digital log (brief, solution focused updates).</p> <p>- Fortnightly review meetings with parent/carer and support staff.</p> <p>- Shared behaviour plan and strategies for</p>	<p><b>Sensory &amp; Physical:</b></p> <p><b>Interventions:</b></p> <p>Emotional/ emotional literacy</p> <p>Regulation strategies - Big book calmers/ zones of regulation</p> <p><b>Test Adaptations</b></p> <p><b>Previous Professional's Reports/ screeners including dates:</b></p> <p><b>Assessment Date</b></p> <p><b>Year :</b></p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>																		
<p>Learning Journey - what has been tried/ interventions previously done</p> <table border="1"> <tr> <th>Year</th> <th>Intervention</th> </tr> <tr> <td>Nursery</td> <td></td> </tr> <tr> <td>Reception</td> <td></td> </tr> <tr> <td>Year 1</td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> </tr> </table>	Year	Intervention	Nursery		Reception		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		<p>consistency between home and school.</p>
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