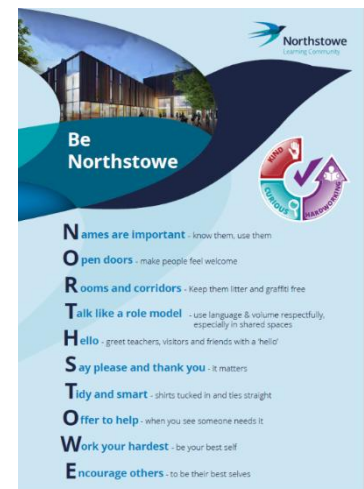


### Our School Approach

The Behaviour Policy at Northstowe Primary School is designed to secure optimal educational outcomes for all pupils by promoting and supporting positive relationships and productive, enabling learning environments. Through a consistent whole school approach, staff build strong and trusting relationships with pupils and their families, working in partnership with the common purpose of helping all pupils to learn.

As an all-through school, part of Northstowe Learning Community, the primary school follows many of the underlying principles and values of Northstowe Secondary College and Sixth form but at an age-appropriate level for its primary aged pupils. This overview identifies the key areas where there is cross-over, including the school values of Kind, Curious and Hardworking, the *Be Northstowe* philosophy and a restorative approach to behaviour and relationships.



### At Northstowe Primary School we aim to:

- Ensure that all children and adults have a strong sense of belonging, feeling emotionally and psychologically safe, secure and valued.
- Promote a whole school ethos that nurtures and gives value to strong and healthy relationships.
- Have children at the heart of all we do, carefully understanding the needs and personality of each pupil.
- Create a positive, calm and purposeful working atmosphere which supports exemplary teaching and learning opportunities.
- Maintain a consistent approach and shared understanding of our practices and procedures regarding behaviour across the school.
- Set high expectations which clearly communicate the rights and responsibilities of each individual.

- Ensure that children understand and demonstrate “Ready to Learn” behaviours which include specific routines for coming into class, approaches to learning, and expectations about how to look after the school, each other and resources.
- Enable staff to support children with managing their own behaviour through providing students with strategies to self-regulate and co-regulate. This includes providing a rounded curriculum to support Personal Development.
- Ensure that our children feel intrinsically motivated to do the right thing because it is the right thing to do.

### Our Beliefs

At NPS, we have the following underpinning principles:

- A sense of pride in ourselves and our school - we all individually contribute to the success of our school.
- Everyone is welcome and included in our school.
- An ethos of high expectations for safety, kindness, calm, productivity and success.
- Positive relationships are imperative to our practice between all members of our school community.
- The values of Kind, Curious and Hardworking are central to our school ethos.
- Children and adults learn best when they feel safe, have a strong sense of belonging, feel secure, appreciated and valued.
- An expectation that everyone (with support and challenge) is responsible for their own learning and should respect the rights the others to learn.
- A belief that everyone is accountable for their own actions and their impact on others.
- We abide by fundamental British Values



Through our Meridian Trust PSHE curriculum, Personal Development opportunities and through class and school assemblies, children are expected and taught to demonstrate the following, high standards of behaviour and self-regulation. We teach our pupils to be:

- Kind, considerate and thoughtful
- Courteous and polite
- Co-operative, helpful and willing to work together
- Hardworking, curious and dedicated to doing their best work
- Honest, truthful and respectful of other people’s property
- Responsible and sensible in their actions
- Sensitive and attentive to the feelings and needs of others, as well as their own

- Confident to speak up if something is not right or unsafe

As children progress through the school, they will learn how they play an important part in making the classroom and school a safe and fair learning community for all.

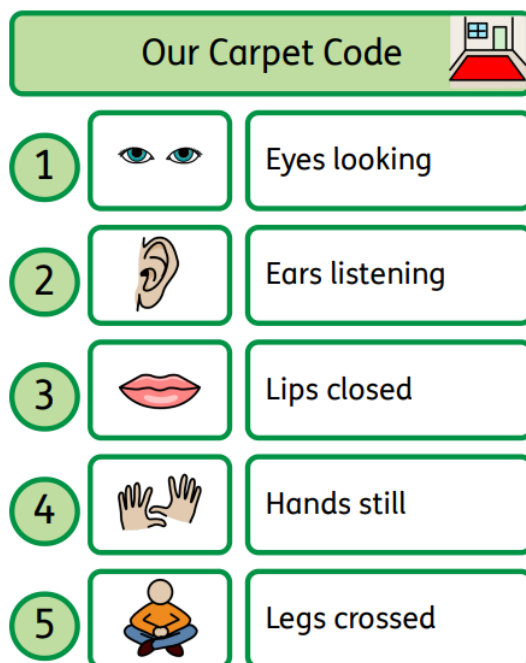
Children will also be taught that no child has the right to disrupt the learning of others or act in a way that negatively impacts on the well-being of others.

**“Positive experiences create positive feelings. Positive feelings create positive behaviour” – Therapeutic Thinking**

### Sustaining High Expectations

To successfully sustain high expectations of children, staff establish and maintain positive, professional relationships with children. This is paramount to both academic and behavioural outcomes as well as the school’s commitment to safeguarding. Teachers frequently share the school expectations (minimum of half termly), using the **school expectations posters** which are written in specific, clear language and are consistent across the school. Pupils are equipped with the knowledge and justifications behind adhering to the whole school expectations. The school also recognises that routine, consistency, and access to quality-first teaching, which makes the most of every moment in the classroom and responds to learning needs, are also vital to positive behaviour.

**Visual prompts are used to remind the children of expectations for attentive listening.**



### Precise Praise:

NPS staff will use precise praise to help motivate all children to achieve their best and encourage compliance to whole school expectations of behaviour (posters attached).

NPS Valued Learning Behaviours and Related Rewards		
	What does it look like from a child's perspective?	What does it look like from an adult's perspective?
 <p>Precise Praise</p>	<p>Demonstrating the school's expectations and values (in class and around the school)</p> <p>Following classroom instructions</p> <p>High level of effort or participation</p>	<p><b>Praise in public:</b></p> <p><i>"X, well done for walking so sensibly around school."</i></p> <p><i>"Thank you for such an excellent answer."</i></p>
 <p>Class Points</p>	<p>Showing high levels of engagement in class or in an activity</p> <p>Providing thoughtful responses</p> <p>Completing high quality work in books</p> <p>High levels of perseverance and resilience</p> <p>Consistently high level of effort</p>	<p><b>Class Points:</b></p> <p>A certificate is awarded in assembly for 20 points.</p> <p><i>"Fantastic X. One class point. I really like the way you have___"</i></p> <p><i>"Who might be earning a class point for showing they are Ready to Learn?"</i></p> <p>Work may also be taken to share with the Assistant Headteacher</p>
 <p>Terrific Token</p>	<p>Class have collectively followed the school's expectations</p> <p>Showing kindness to others</p> <p>Demonstrating good manners and being courteous</p> <p>Getting ready for PE in timely, orderly manner</p>	<p><b>Terrific Token:</b></p> <p>25 terrific tokens lead to a class treat, however this may be reviewed dependent on class need.</p> <p>A class treat should last <b>30 minutes</b> and could include games, additional play time, arts and crafts.</p> <p><i>"Well done everyone - you have walked to and from assembly really sensibly, so you have earned a terrific token, great job."</i></p>
 <p>Positivity Postcard</p>	<p>Completing outstanding work</p> <p>Being an excellent role model</p> <p>Persistently producing amazing responses in class</p>	<p><b>Postcard:</b></p> <p>Positivity Postcard presented in Achievement Assembly.</p> <p>A message appertaining to the child's achievement will be displayed on the card.</p>
 <p>Star of the Week</p>	<p>Demonstrating improvement, effort, or fantastic attainment in a specific domain or across the week's curriculum</p> <p>Consistently following one or all of the School Values</p>	<p><b>Certificate:</b></p> <p>Two 'Star of the Week' Certificates will be awarded in assembly each week with a message appertaining to the child's achievement written on the certificate.</p>

### Boundaries

Children are also taught and reminded about boundaries for keeping safe. They are taught that a boundary is a physical or imaginary line and that a boundary can separate physical and emotional space including feelings, they communicate how people want to be treated and how to treat others.

Children are told that no one has the right to hurt them, or waste their learning time, or hurt their feelings. Equally, they are taught that they have a responsibility to do the same. They are taught how to show respect for others and also for themselves.

Children are explicitly taught how to regulate their behaviour and how to participate in school life in a pro-social way. Most children self-regulate their behaviour and show high standards of behaviour, rarely needing reminders to behave appropriately. This is encouraged and rewarded through precise praise. When a child behaves in a less than positive way, there is always a reason.



### **‘Behaviour is Communication.’**

At Northstowe Primary School we make time to understand what the child may be seeking to communicate, why they are dysregulated and what we can do to help them regulate. We take a therapeutic approach, following the principles of Therapeutic Thinking.

Therapeutic Thinking and a trauma-responsive approach to behaviour emphasise the importance of teaching internal regulation, rather than imposing external, discipline with a focus on care and control, rather than punishment. To enable this, all staff receive on-going training so that they know how to promote pro-social behaviours and also how to manage difficult, anti-social or dangerous behaviour, building an understanding of what particular behaviours might be communicating.

### **When a child is not demonstrating positive behaviour, staff will:**

- Praise positive behaviour from other learners - giving their attention and precise praise to those who are demonstrating the school standard.
- Seek to understand what the child’s behaviour is communicating and why the learner might be behaving in this way. Put actions in place to support the child and lessen their anxiety or anger.
- Give a non-verbal reminder (e.g. changing position in the classroom to be nearer the child to re-gain their attention)
- Give a positive reminder of the class expectations which need to be adhered to.
- Use a visual ‘Wigit’ symbol to indicate the desired behaviour

### **Reminders, Warnings and Consequences**

When pupil behaviour falls short of our school standard, they are gently reminded of the expectation of the group or school and, if this behaviour continues, they will be warned that there may be protective or educational consequences unless a positive choice is made.

Children are taught that rules are there for everybody to ensure that everyone in our school is happy, safe and learning as well as to ensure a calm, orderly and purposeful environment.

This appendix instructs practice for all staff at Northstowe Primary School, both permanent and agency, with the intent to promote learning, wellbeing and safeguarding.

Please note that the scripted responses provided in this appendix are a **professional guide** and staff will not be expected to apply them verbatim.

<b>Child's Behaviour</b>	<b>Adult's Response</b>
<ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Rocking/ sitting unsafely on chair</li> <li>• Talking to others</li> <li>• Turning around</li> <li>• Looking out the window</li> <li>• Pencil tapping</li> <li>• Wandering around the classroom without clear purpose for learning</li> <li>• Rolling eyes</li> <li>• Answering back</li> <li>• Running in school</li> <li>• Sticking tongue out</li> <li>• Not following instruction</li> <li>• Fiddling with equipment</li> <li>• Reading</li> <li>• Offering information not relevant to focus</li> <li>• Leaving the classroom without permission</li> <li>• Walking away from conversation with adult</li> </ul>	<p>Verbal or visual reminder using the least intervention possible e.g. Raised eyebrow, saying name, pointing to lesson expectations poster</p> <p><i>"X, I think you will work better if you sit here, thank you."</i></p> <p><i>"Remember X, we <u>put our hands up.</u>"</i></p> <p><i>"X, everyone has the right to <u>learn/be safe</u> so please remember our agreed expectations and stop ____, thank you."</i></p> <p><b>Check-in if appropriate:</b></p> <p><i>"X, how are you today? How's your morning been?"</i></p>
<p><b>If child continues with the above behaviour...or... chooses the behaviour when expectations are well-established.</b></p> <p>(Professional judgement may lead straight to noted reminder)</p>	<p><b>A REMINDER is given...</b></p> <p><i>"X, that's a reminder. Everyone has the right to <u>learn/feel safe</u> so please remember our agreed expectations, we shouldn't be ____ because it distracts from <u>learning/is not kind/is not safe.</u>"</i></p>
<p><b>If child STILL continues the above behaviour...</b></p>	<p><b>A SECOND REMINDER is given...</b></p> <p><i>"X, that is a second reminder, everyone has the right to <u>learn/be safe</u> and if you continue to disregard the expectations by choosing to ____, you will have to go to and reflect on your choices and the school expectations. Any missed work will need to be completed during break time."</i></p>
<p><b>Persisting with any of the above...</b></p>	<p><b>Child will be asked to go and sit in another part of the classroom for 5 mins to fill out a reflection sheet.</b></p> <p><i>"X, you are continuing to disrupt learning. Please move to ____ and reflect on the impact of your choices and why they are not appropriate, thank you."</i></p>

<p><b>Returning to join the class...</b></p>	<p><b>A reflective, restorative conversation will take place with the class teacher at a convenient time to the teacher. This may be during the lesson or during lunch or break time.</b></p> <p><i>“X, please come and return to your work. I will talk to you about your reflection when I am able.”</i></p> <p>Teacher will record incident on BROMCOM.</p>
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Once the pupil has re-settled into learning, the teacher will strive to praise the pupil as soon as possible. The pupil’s reflection form will then need to be passed onto the Assistant Head, who will file it for reference. Parents will be alerted on the second occasion (via class teacher phone or face-to-face).

**The above approaches may need adapting for those children with special educational needs or disabilities. Please speak to the SENDCo about any adaptations and/or a ‘predict, prevent and progress’ (PPP) plan where appropriate.**

If repeated behaviours are demonstrated within consecutive days, adults may use their professional judgement to send a child straight out of class to reflect with another teacher. If monitoring shows children have been sent out three times in the space of a half-term, the headteacher, assistant head or SENDCo will speak to the child during one lunch or break time and ask them to reflect further on their choices. This will also be recorded on MyConcern by the supervising adult. There will be a review as to whether the child requires an individualised plan to improve their outcomes. There will also be a conversation with parents to help inform a behaviour review. If behaviour persists, other outcomes may include loss of privileges and/or internal exclusion.

When there is a change of adult, during the day, behaviour should be discussed discretely (not in earshot of any children) as part of the handover.

Pupils should not be sat in corridors to reflect or to complete their reflection sheets.

### De-escalation Behaviour Management Strategies:

Some behaviours can present as more difficult to manage and require a patient, understanding and skilled approach.

All staff are trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. Enabling environments, positive relationships and a carefully sequenced curriculum support children to become increasingly able to self-regulate their emotions and behaviour as well as to co-regulate alongside others. All pupils are supported to become positive and productive members of our school community.

**De-escalation is aimed at calmly communicating with a pupil in order to understand, manage or resolve their concerns and move the situation towards a positive outcome.**

Simple and consistent language, used by all staff in school, empowers a child to make the right behaviour choices in a non-threatening, safe and dignified way. Simple, precise and familiar language ensures the child is given the best chance to succeed.

The following are examples of how staff may communicate with a child at times of dysregulation:

<b>Useful De-escalation Scripts</b>	
<p><b>Positive phrasing, e.g.</b></p> <ul style="list-style-type: none"> <li>- “Stand next to me.”</li> <li>- “Put the toy on the table.”</li> <li>- “Walk beside me.”</li> <li>- “Thank you to all those pupils who have...”</li> </ul>	<p><b>Limited choice, e.g.</b></p> <ul style="list-style-type: none"> <li>- “Put the pen on the table or in the box.”</li> <li>- “When we are inside, Lego or drawing?”</li> <li>- “Talk to me here or in the corridor.”</li> </ul>
<p><b>Disempowering the behaviour, e.g.</b></p> <ul style="list-style-type: none"> <li>- “You can listen from there.”</li> <li>- “Come and find me when you come back.”</li> <li>- “Come down in your own time.”</li> </ul>	<p><b>Use of a de-escalation script, e.g.</b></p> <ul style="list-style-type: none"> <li>- Use the person’s name – “Jack”</li> <li>- Acknowledge their right to their feelings – “I can see something is wrong.”</li> <li>- Tell them you are there – “I am here when you are ready to talk.”</li> <li>- Offer help – “Talk to me and I will listen.”</li> <li>- Offer a “get-out” (positive phrasing) – “Come with me and...”</li> </ul>

### Restorative Approaches

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible for any harm accept responsibility for the impact of their actions. These approaches provide an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

Restorative approaches allow:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

Staff are encouraged to use these questions as part of their daily dialogue as well as for use in the preparation and running of formal restorative meetings and conferences.

### Restorative Conversations

During an incident a child's behaviour may be influenced by anger, frustration or disappointment. It must be remembered that the child will not be ready to engage in anything until they have calmed sufficiently. Once it is considered the child is ready for the restorative process, this can take place and should involve all relevant persons. Appendix 2 can be used to help pupils Reflect, Repair and Restore.

<p><b>Avoid...</b></p> <p>Asking 'Why?'</p> <p>Thinking you already know what happened</p> <p>Giving your opinion</p> <p>Interrupting</p> <p>Losing patience</p> <p>Leading interventions when YOU have been affected.</p>	<p><b>Find Out...</b></p> <p>What happened?</p> <p>What were you thinking about when it happened?</p> <p>Could you tell us what happened?</p> <p>What did you think when you realised what had happened?</p>
<p><b>Acknowledge...</b></p> <p>Who has been affected by what happened?</p> <p>How do you think... has been affected?</p> <p>How do you feel about what happened?</p> <p>What has been difficult about this for you?</p>	<p><b>Responsibility...</b></p> <p>What do you need to happen to make things right?</p> <p>What do you need to happen next?</p> <p>What do you need to do to make things right?</p> <p>What do you think needs to happen next?</p>


### Use Restorative Questions

- ✓ What was happening just before the problem started?
- ✓ Can you tell me what happened?
- ✓ What were you thinking/feeling at the time?
- ✓ How have you been thinking/feeling since it happened?
- ✓ Who do you think has been affected by your actions?
- ✓ How were they affected?
- ✓ What could you do now to help make things right?
- ✓ How can we prevent this from happening again in the future?
- ✓ What can I do to help you?

The following Reflection prompts simplify the process for younger pupils, help them to reflect, repair and restore, alongside an adult.

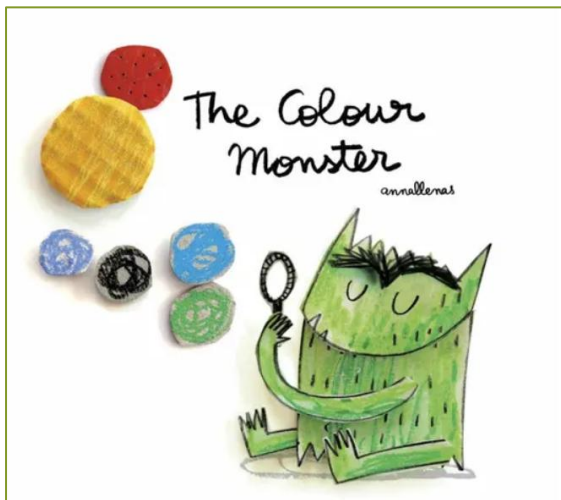
# REFLECTION

*REFLECT, REPAIR AND RESTORE*

	What happened?
	What did I do?
	What did others do?
	How did I feel? What zone was I in?
	What could I have done differently?
	How am I going to fix this?

## The Colour Monsters

In Reception and KS 1, Anna Llenas' fantastic book, *The Colour Monster* is used as an age-appropriate way to help children learn about their emotions.



**It is important to implement the appropriate type of consequence:**

**Protective consequences** - *required to protect the rights of others:*

Time out: the child is given time out to spend time alone or to calm down in a position visible to an adult for not more than 5 or 10 minutes.

Sent to another adult: the child is sent to see another member of teaching staff. After playtime or lunchtime incidents, the midday supervisor reports incidents to the class teacher. The incidents are followed up when they occur.

Loss of playtime: playtime may be removed for a predetermined period of time. During this time the child will be expected to complete a reflection activity.

Differentiated teaching space.

Taken to Senior Leader/Assistant Headteacher.

**Educational consequences** - *required to motivate and support the child to behave differently next time:*

Rehearse/model situations through intentional teaching of pro-social behaviours.

Ensure child completes the task that they have disrupted.

Provide educational opportunities for the child to learn about the impact of certain actions and behaviours.

Provide opportunities for the child to put things right through a process of reflecting, repairing and restoring relationships.

### Adult behaviours that support Behaviour for Learning

Often, what we do as staff, can have a huge impact on how our pupils respond and ultimately learn, inside and outside of the classroom. There are many impactful but subtle actions that we can take which means that negative behaviours are less likely to happen in the first place.

1. Meet and greet at the door/on the playground/at the gate (chance for positive reinforcement and reminders)
2. PIP & RIP (*Praise in Public, Reprimand in Private*)
3. Non-verbal gestures before words
4. Simple redirection "What should you be doing, **thank you.**"
5. Simple requests "Name, sit down, **thank you.**"
6. Positive feedback when earned
7. Five Bs before Me (Brain, Book, Board, Buddy, Boss)
8. Teach standing up and circulate often (live marking)
9. Have a Do Now/Retrieval task ready at the start of each lesson
10. Catch pupils doing the right thing and praise
11. Check-backs (pupils recall instructions) to demonstrate listening
12. Staff model positive social skills all the time – 'If you see it, you can be it'.

### *Meridian Trust Partnership for Learning*

**Parents/Guardians**      **I/We will aim to:**

- Support the values and ethos of Northstowe Primary School
- Communicate with Northstowe Primary School Staff with respect and politeness.
- Ensure my child attends school every day, on time and properly equipped.
- Support the school's behaviour, recognition and consequences policies.
- Ensure my child meets the school's uniform expectations.
- Attend meetings with my child's teachers and other staff, scheduled and on request.
- Support my child in completing homework and reading on time and to the best of his/her ability.
- Encourage my child to take part in clubs and extra-curricular activities, to achieve their Pledges.
- Let the school know of any significant concerns that may affect my child's work or behaviour.
- Supply, and keep updated, current contact details at all times.
- Read and agree to Northstowe Primary School's policies on Acceptable Use of ICT and e-safety.

Signed .....

**Northstowe Primary School will aim to:**

- Provide a healthy, safe and caring learning environment.
- Establish clear and consistent expectations of teaching and learning.
- Recognise your child's individual needs as a learner.
- Provide an appropriate curriculum to meet the needs of all children.
- Do our utmost to ensure your child achieves his/her full potential as a learner.
- Celebrate the individual and collective achievements of children.
- Apply the School's behaviour and uniform policies consistently and fairly.
- Provide regular feedback on your child's attendance, behaviour and attainment.
- Regularly review your child's academic performance and provide personalised support and guidance to help them achieve.
- Regularly seek the views of children and parents.

Signed .....

**Pupil**      **I shall aim to:**

- Attend school each day, arriving at school and lessons on time.
- Wear the correct school uniform and come prepared with the correct equipment for each day.
- Meet the behaviour expectations of Northstowe Primary School by being kind, curious and hardworking at all times.
- Treat others with respect and politeness, showing respect for others' ideas and beliefs.
- Treat the environment with respect and keep it free from litter.
- Become an independent learner with a positive attitude to learning.
- Try hard to improve my work by listening and responding to feedback from school staff.
- Complete homework and reading to the best of my ability.
- Take part in school events and extra-curricular activities to achieve my Pledges.
- Behave safely, responsibly and politely when travelling to and from school.
- Read and agree to the school's expectations on ICT and e-safety.
- Speak positively about my school in the community, showing pride and a sense of belonging.
- Speak out if I feel worried or unhappy so that school staff can help me.

Signed .....

### Glossary of Terms :

**Anti-social behaviour** – behaviour that causes harm to an individual, the community or to the environment, likely to cause injury, harassment, alarm or distress and violates the rights of another person

**Behaviour** – everything a person says or does

**Consequence** – a logical, explainable response to a behaviour. Consequences are designed to develop prosocial behaviours that are transferable

**Dangerous behaviour** – behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse

**Difficult behaviour** – behaviour that is anti-social but not dangerous

**Dysregulate** - a term used to describe when someone has difficulty managing their emotions and reactions.

**Precise praise** is a technique that involves giving specific and genuine positive feedback to students to help them learn and build relationships

**Pro-social behaviour** – behaviour which is positive, helpful and intended to promote social acceptance

**Regulate** – the ability to control one’s actions and reactions, and to manage their emotions and responses in different situations.

**Reward** – a desirable object or experience given to celebrate outcomes already achieved

**Self – regulate** - the ability to control your behaviour, emotions, and reactions.

**Therapeutic** – an approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic