

Northburn Primary Behaviour Policy



This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- EEF – Improving Behaviour in Schools Guidance Report

This policy operates in conjunction with the following school policies and training:

- Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Drug and Alcohol Policy
- Anti-bullying Policy
- CPI Verbal Intervention Training

Roles and responsibilities

The governors have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

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- Promoting a whole-school culture where children are able to learn.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governors, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting staff in the implementation of Individual Behaviour Plans
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

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- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Being responsible and accountable for the progress and development of the pupils in their class.
- It is expected that all classes will produce a contract outlining good learning behaviours for their class. This will be written with the form teacher and children in the class and shared with adults and children visiting the class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling appropriate behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs and plans.
- Keeping the relevant staff up-to-date with any changes in behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

Supporting their child in adhering to the school rules.

Informing the school of any changes in circumstances which may affect their child's behaviour.

Statement of intent

A safe and orderly school environment is important to learning. Disruptive classroom behaviour is known to interfere with learning and is a cause of stress and concern for students, teachers and families. At Northburn School we provide every pupil with the educational support the pupil needs to learn and maintain positive behaviour. This policy aims to outline the strategies and procedures that our school uses to maintain a positive school environment. It will help pupils to develop their social, emotional and learning skills, as well as improving their emotional and sensory regulation.

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We are mindful of the recommendations outlined by the Education Endowment Foundation:

1. Know and understand your pupils and their influences (supportive relationships are key).
2. Teach learning behaviours alongside managing misbehaviour (teaching learning behaviours will reduce the need to manage misbehaviour and teachers should encourage children to be self-reflective of their own behaviours).
3. Use classroom management strategies to support good classroom behaviour (effective strategies such as reward systems can reduce challenging behaviour and disengagement).
4. Use simple approaches as part of your regular routine (strategies are easily implemented and can be applied consistently across school).
5. Use targeted approaches to meet the needs of individuals (for some children an individualised behaviour plan is required).

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Aims:

- To develop attitudes and behaviour that will result in a safe, caring and mutually respectful environment in which students are able to learn.
- Create a culture, environment and curriculum that promotes respect and British values. We encourage all in our community to be ambitious, inquisitive, respectful and resilient.

We aim to promote positive learning experiences through a supportive educative environment and curriculum that all can successfully engage with. We use a range of teaching methods to enable all pupils to:

- gain a good education, whilst meeting their individual academic, emotional, social and physical needs.
- develop the skills, attitudes and values that enable them to be active contributors to society.
- develop a sense of belonging and responsibility to the school community.
- develop a range of communicative methods that allow them to express their preferences and opinions and develop their independence.
- learn effective learning behaviours that will be able to use through their life.

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- the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- the curriculum is used to develop pupils' knowledge about health and wellbeing

The central strand of our policy is based on the 4 zones of regulation.

Self-regulation is something everyone continually works on, whether we are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. (This is supported by the work of the 'Education Endowment Foundation- EEF' in their guidance and research listed in appendix A.)

This is the goal of The Zones of Regulation (or Zones for short). By addressing underlying issues, the curriculum is designed to help move students toward independent regulation. The Zones of Regulation incorporates numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

At Northburn, we have implemented the Zones of Regulation across the school as a strategy to assist our students in developing skills to maintain and improve their mental and social well-being.

All staff understand that there is an appropriate zone for any situation. Staff recognise that behaviour influences behaviour and that they need to provide appropriate role models for the situation.

You can find more information about Zones of Regulation in Appendix B. You can also find more information in the pupil Blue Books.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Working in partnership.

We aim to work in partnership with parents and enable pupil voice.

The school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

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De-escalation strategies

Where negative behaviour is present, staff members will seek to implement de-escalation strategies to diffuse the situation. This includes:

Appearing calm and using a modulated, low tone of voice

Using simple, direct language.

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

Providing adequate personal space and not blocking a pupil's escape route.

Showing open, accepting body language, e.g. not standing with their arms crossed.

Reassuring the pupil and creating an outcome goal.

Listen and paraphrase what you understand.

Identifying any points of agreement to build a rapport.

Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Praise, rewards and sanctions

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Our core values (ambition, inquisitiveness, resilience, respect) are encouraged through praise and rewards.
- Praise is given when a pupil's efforts, work or behaviour need to be recognised and is always sincere.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded.

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Rewards

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time. There is a whole school House Award system and individual and class reward systems are used to promote positive learning behaviours.

Children know enforceable classroom rules and what the consequences are if rules are not adhered to. Attention is given to how 'rules' are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Physical intervention

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction, both during and outside of school hours.

All teachers at the school can impose detention on a pupil.

The following indicate the times during which detention can be issued outside of school hours:

- Any school day where the pupil is not authorised to be absent

Parental consent is not required for detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the

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detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

Sexual abuse, harassment and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Drug and Alcohol Policy.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same

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behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Consequences of misbehaviour will be dealt with as follows:

Stages 1- 3 Low level behaviours

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruptive activities disturbing others.
- Failure to complete classwork.
- Rudeness.
- Inappropriate language.

NB in the event that extreme examples of misbehaviour occur pupils may be moved straight to any appropriate stage on the policy; without needing to pass through earlier stages. (In these circumstances this accelerated action will be agreed by a member of the leadership team.

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – repeatedly not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Physical attack and aggression**

Stage 1

- Correct the unacceptable behaviour by explaining preferred behaviour.
- Refer to zones and strategies to move to an appropriate zone.
- Refer to class rules.
- Apply de-escalation strategies.

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Stage 2

The behaviour is repeated or continues. The pupil and teacher discuss the behaviour. If poor behaviour is repeated again during the session a sanction is applied. This may be in the form of a loss of break time, or other appropriate sanction-e.g. additional task to complete.

Stage 3

The inappropriate behaviour does not stop or is repeated. The form teacher deals with repeated unacceptable behaviour by discussion with the parents/guardian and there is an agreement secured on methods to support the pupil's behaviour. At this stage the key stage leader is informed and the formal reporting and monitoring of the pupil's behaviour begins (CPOMS). (NB the key stage leader and form teacher will check that all appropriate strategies are in place to manage behaviour in the classroom and that there are not any additional needs that have not been addressed. (Refer to the SENCO and outside agencies as necessary)

Reporting and monitoring at stage 3:

Foundation Stage and KS1

- The pupil will be placed on a traffic light system which will have clear rewards and sanctions attached as outcomes. Sanctions could include missing golden time or playtime or another activity as appropriate. Rewards and repair options will be discussed with the parents.
- A behaviour plan may be used.

KS2

- A behaviour contract is agreed (example Appendix C)
- Detentions may be issued.

This is not an exhaustive list and will require individualised responses appropriate to the age and needs of the pupil.

Stage 4

If unacceptable behaviour is repeated, and behaviour plans have been ineffective or there is an instance of serious unacceptable behaviour then further contact with parents would be required.

At this stage a further meeting would take place between the parent, form teacher, key stage leader and a member of the senior leadership team. This would constitute a final attempt to correct the behaviour before application of stage 5.

Sanctions to be discussed may include:

- Detentions after school
- Temporary exclusion
- Permanent exclusion

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Stage 5

Northumberland County Council agreed Exclusion Policy will be put in place. The appropriate outside agencies will be contacted to review the situation.

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Exclusion-from-school-in-Northumberland.pdf>

Appendix A- Further reading and useful resources.

EEF- Improving Behaviour in Schools- Guidance report.

EEF- Metacognition and self-regulation- from EEF toolkit.

EEF- Self regulation strategies- from EEF early years toolkit.

www.zonesofregulation.com

www.socialthinking.com/products/zones

Appendix B: Zones of Regulation

What are the zones of regulation?

The Zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.



The Four Zones: Our Feelings & States Determine Our Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

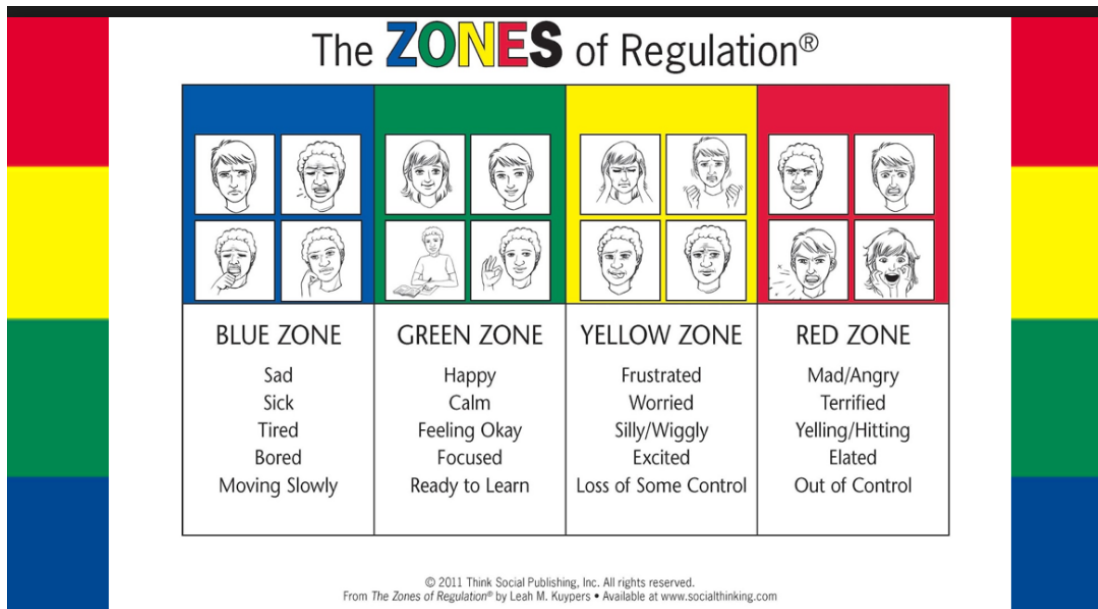
The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

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The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.



All the zones are okay!

- Different zones are experienced throughout the day
- No wrong or bad zones; but pupils can make poor choices
- There are “expected ZONES” for different environments
- They provide a safe; non-judgmental means to communicate and recognise feelings
- We look to provide natural consequences for good or poor choices in a zone. (We work with pupils to process afterward the circumstances that led to the inappropriate zone, and work with pupils on how to do differently the next time)
- Pupils can be in more than one Zone at once (Ex. Blue for Tired and Yellow for Anxiety over a test)
- The same emotion can be categorized into different zones (e.g. Disappointment in Blue or Yellow & Jealous can be Yellow or Red)
- Listing more than one Zone can indicate that pupils are really in touch with their feelings and alertness level.
- The Zone depends on the intensity of the emotions.

(All staff are responsible for communicating with the most appropriate person where a pupil is operating outside their appropriate zone in a way that adversely impacts themselves or others. This may be informing the pupil’s form teacher, phase leader, deputy or head teacher, parent/guardian or recording the event on CPOMS.)

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Appendix C

Behaviour Agreement

Section 1 – agreement

This is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this agreement is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my inappropriate behaviour, I can:

1. _____
2. _____
3. _____

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When I demonstrate inappropriate behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

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Behaviour Plan Template

Name

Behaviour	Trigger	Actions	Rewards and Consequences

Repair

Historical triggers

Additional Strategies