



Mission Statement

Our mission statement, which was drawn up by the staff and governors, underpins every aspect of each pupil's academic, spiritual, moral, cultural and social development.

Purpose

Northfold School provides fantastic teaching and learning in an inclusive environment where everybody within the school community is respected, valued and cared for.

Values

At Northfold we aim to:

- Be Caring
- Be Courageous
- Be Creative
- Be Resilient
- Be Respectful
- Be Responsible

Curriculum Intent

We believe that appropriate challenge helps children achieve their highest aspirations, develop resilience and feel safe to make mistakes in a nurturing environment. We are committed to teaching children the life skills to become lifelong learners and respectful citizens.

At our school, learning will be enjoyable and meaningful, enabling children to achieve in a supportive, ambitious community.

This policy works in collaboration with the Behaviour Management Systems.

General Principles

Everyone at Northfold, including Natterjacks (before and after school club), recognises the importance of a positive atmosphere based on a sense of community, shared values and a whole school approach to promoting good behaviour. We strive for the highest possible standards of behaviour. We believe that everyone connected with the school should play their part in helping pupils to achieve this. We also recognise the importance of personal, social, moral and spiritual education as a means of promoting the values of mutual respect, self-discipline and social responsibility which underlie good behaviour and promote skills for life.

Behaviour Policy Aims:

- to promote good behaviour, self-discipline and respect.
- to prevent bullying.
- ensure that pupils complete assigned work.
- to regulate the conduct of pupils.

Our School Rules:

- Be Responsible for your behaviour and your learning.
- Be Ready to work hard, listen and do as you are asked.
- Be respectful to yourself, our community and our school.

At Northfold our aim is:

- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- To help pupils develop self-respect, self-control and accountability for their own behaviour.
- To develop resilience and nurture self-esteem by giving children opportunities to succeed.

- To develop positive relationships and an awareness of how our behaviour impacts on ourselves and others, both in and out of the classroom.
- To encourage the vital partnership between home and school in order to develop shared behaviour expectations.
- Any sanctions that are applied to those who do not behave appropriately will be fair and in proportion. They will emphasise the difference between wanted and unwanted behaviour and provide opportunities for children to learn from the experience.
- To be no distinction between the teaching staff and other adults where pupils are concerned. The same good behaviour and co-operation will be expected from everyone.
- For the Headteacher to reward positive behaviour.
- The Headteacher or a member of the Senior Leadership Team will be there to support decision making if a serious behaviour incident occurs.
- To raise standards of attainment through high standards of Teaching and Learning which can only take place where a foundation of good behaviour for learning is present.
- To involve stakeholders to decide on adaptations to rules in school.
- To support children to manage their own behaviour effectively while respecting the rights of others.
- To inform parents/carers and pupils of sanctions that will be taken to address behaviour issues.
- To develop social and citizenship knowledge and skills through a variety of school contexts.
- To proactively build and maintain self-esteem and respect for oneself. Measures will be used to encourage the development of a healthy self-concept for all members of the school community.

The positive ethos of our school will be maintained by pupils, parents/carers, governors and school staff showing mutual consideration and respect for our school rules and within the relationships between each other. We also endeavour to adopt a positive attitude to those pupils who may find this more challenging.

Roles and Responsibilities

Good behaviour is a shared responsibility between pupils, parents/carers and the community, governors, school staff and outside agencies.

- **Governors**

The Governing Body set the general principles that inform the Behaviour Policy, in consultation with all members of the school community. The governing body are aware of their responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination. Governors have a duty under section 175 of the Education Act 2002 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Governors will revisit the Behaviour Policy annually to ensure it is compliant with the document 'Behaviour and discipline in schools: Advice for Headteachers and school staff (Jan 2016)'.

- **Parents/Carers**

Northfold School recognises the vital role that parents/carers play in supporting their children's learning and fully supports parental involvement in school education. Pupils make the best progress when they see their parents/carers and teachers working together. When appropriate, parents/carers will be contacted to celebrate successes but also to be asked to work with school to support positive behaviour outcomes for their children.

- **Pupils**

We aim to teach pupils to take responsibility for their own behaviour and achievements. Pupils are expected to give their best work and behaviour and follow the agreed school, communal areas and class rules.

- **Staff**

All members of staff are responsible for setting the highest expectations of behaviour for all pupils at Northfold School. School staff recognise the importance of being a role model to the pupils through promoting a wide range of positive behaviour strategies including the use of rewards and recognition and taking into account individual needs. When a pupil fails to comply with the school rules, sanctions will be applied but these must always be done in a fair way that promotes education of the child that has not adhered to the school rules.

Teachers' Authority

Teachers have statutory authority to apply sanctions to pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. This applies to all paid staff with responsibility for pupils (unless the

Headteacher says otherwise). Teachers can discipline pupils any time that the pupil is in school or elsewhere under the charge of the teacher, including school visits. Teachers can also discipline pupils in certain circumstances when a pupil's negative behaviour occurs outside of school. Teachers have the ability to impose detention, this includes children missing part of their break or lunch-time play, and can confiscate pupils' property in line with the Safeguarding Policy 2025-26.

Managing Positive Behaviour

Positive behaviour is achieved using two methods:

1. Prevention
2. Management

We aim to do both by employing positive behaviour strategies through a number of initiatives and school policies and by imposing understood sanctions and strategies when negative behaviour arises. When discussing negative behaviours we use a solution focussed approach, in order to encourage and support the pupil in taking responsibility for their behaviours. We want to educate all children when something goes wrong as we want them to learn from mistakes.

Children at Northfold are expected to behave well and respond to positive encouragement. We aim to create an ethos where children's strengths and positive behaviour are consistently acknowledged and reinforced by praise.

Our rewards include (but are not limited to):

- Stickers-either collected on a chart or worn.
- Dojos
- Certificates
- Notes home to parents
- Star of the Day
- Special jobs and responsibilities
- Extra playtimes

Rewards are given for a wide variety of reasons, including working hard in class, using manners around school, showing respect to others (both adults and children), being kind and helpful, following instructions, demonstrating model behaviour for others etc.

Every class follows the same reward system in school whereby a behaviour monitoring chart is used. All children start each day on ready to learn. When they demonstrate positive behaviour, they may move up the chart.

If a child is moved up one place on the behaviour chart, they will receive two Dojos. If a child moves their name up two places, they will receive three Dojos. Should they remain on the 'ready to learn' stage for a week, they will be rewarded with five Dojos.

Additionally, each half term, the team with the highest amount of Dojos will be rewarded with a special treat.

We believe that recognition and praise for good behaviour and classwork is a key tool in behaviour management at Northfold. All systems are flexible and take into account personal circumstances. Recognition and rewards are given on an individual, group or class basis in order to promote a sense of both individual and corporate responsibility.

Advice for Staff:

- Pupils have to learn positive behaviour and, as in all aspects of life, they learn from their mistakes. As in all aspects of managing behaviour, consistency is very important.
- Be consistent and fair at all times.
- Try to keep any promise you make to the pupils and remain open and honest with them.
- Before taking any action, communicate clearly and effectively your intentions to the pupil.
- Focus on educating children at all times. Children of all ages must be given the chance to learn from their mistakes.

Sanctions

The law states that teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them.

To be lawful:

- The decision to serve a pupil a sanction must be made by a paid member of school staff or a member of staff authorised by the headteacher.
- The decision to serve a sanction and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- It must not breach any other legislation (e.g. in respect of disability, special educational needs, race) and it must be reasonable and proportionate in all the circumstances.

The sanction applied is determined by whether the level of unwanted behaviour is classed as low level, moderate level, or serious level.

There will be times when some children are unable to regulate their own behaviour. At these points, it is our school's responsibility to provide support to the child and help educate them on how to make positive behaviour choices. A variety of support might be put in place through the following:

- Support from the Behaviour Mentor.
- Support from a class-based adult.
- Support from the school's Learning Mentor.
- An Individual Behaviour Plan.
- Support from outside agencies.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a pupil is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences. Stopping violence and ensuring immediate physical safety is our school's first priority but we are aware that emotional bullying can be more damaging than physical.

If an incident of bullying occurs, the Behaviour Policy works in conjunction with the Anti-Bullying Policy. The overall aim is to safeguard both parties and re-educate the child that is carrying out the bullying.

Use of Reasonable Force

We do not have a 'no contact' policy as there is real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil from causing harm. School staff have a legal power to use reasonable force. Force is either to control or restrain but never as a punishment. DfE guidance on the use of reasonable force is followed at all times. In all instances, use of reasonable force is used as a last resort and other de-escalation methods are employed first.

In the event of a pupil needing to be restrained, the Senior Leadership Team will be alerted and records of this will be kept. Parents/carers will be informed.

Complaints

This section should be read in conjunction with school's complaints policy.

In respect of this particular policy, it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law (they have used reasonable force in order to prevent injury, damage to property or disorder) this will provide a defence to any criminal prosecution or civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true. It is not for the member of staff to show that he/she has acted reasonably.
4. Any allegation made against a member of staff will be reported to the Local Authority Designated Officer. Advice will be sought and the allegation will be fully investigated.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a member of staff, the school should ensure that the member of staff has access to a named contact who can provide support.
7. Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Confiscation and Power to Search Without Consent

The 'general power to discipline' (as described in Discipline in School - Teachers' Power) enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).

The purpose of searching a child's belongings is to safeguard them or others from any harm.

Prohibited items include:

- Knives and weapons.
- Lighters or matches.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any other item banned by the school rules, including mobile phones that have not been given to the school office upon the pupil's arrival at school.

Malicious Accusations Against School Staff

In the event that an allegation is shown to have been deliberately invented or malicious, procedures outlined in the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance will be followed. The Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or whether the police should be asked to consider whether any action might be appropriate against the person responsible.

Internal Suspension, Fixed Term Suspensions and Permanent Suspensions

In the event of a serious incident, the Headteacher may decide the pupil will benefit from an internal suspension. This will involve the pupil working without contact with the other pupils and with loss of playtimes and lunchtimes. The length of the internal suspension will be determined by the age of the child and the severity of the incident. The purpose of the suspension is to educate the child and provide an opportunity for them to learn from the incident.

We do not exclude pupils from school as a means of modifying behaviour. The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Headteacher also has the ability to exclude pupils for behaviour off the school premises. Any procedures followed are in line with the September 2017 statutory guidance regarding suspensions.

Outside of school

The law allows teachers to discipline pupils for negative behaviour outside of the school premises 'to such an extent as is reasonable' (Section 90 of the Education and Inspections Act 2006), in response to non-criminal negative behaviour and bullying which occurs off the school premises which is witnessed by a staff member or reported to the school.

Pupils may be given a sanction, in an attempt to educate them, if the negative behaviour occurs when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at Northfold Primary School.

Pupils may also be served a sanction for negative behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.

- Could adversely affect the reputation of the school.

In all cases of negative behaviour, the teacher can only serve the pupils with sanctions on the school premises or elsewhere when the pupil is under the lawful responsibility of the staff member.

Expectations

- School's expectations of the child

Pupils are expected to wear the correct uniform, be on time for the start of school, respect all members of the school community and all visitors, display a positive attitude to learning and follow the school and class rules; in doing so they will make it easy for everyone to learn and the teachers to teach. When outside of school, pupils are ambassadors of Northfold Primary School and should represent our school community positively.

- School's expectations of parents

Parents/carers carry out their roles as active partners in their child's education. They are to ensure their children arrive on time for the start of the school day and the correct uniform is available to them. Parents/carers should encourage their children to complete homework and give them support when necessary e.g. listen to them read.

Parents/carers support the school's Behaviour Policy and actively speak to their children on a regular basis about their behaviour at school. When asked by the school to work with school to support their child's behaviour, they do so willingly and see this move as a unified approach for the benefit of their child. If parents/carers hear of, or witness poor behaviour out in the community, they will communicate this to the school so the appropriate action can be taken.

Parents/carers should report any concerns of bullying to the school immediately. Attendance at Parent's Evenings is vital as a means of discussing any behaviour concerns.

- Parent and pupil's expectations of the school

All members of the school community are kind, friendly, positive and helpful. All staff are polite and considerate to pupils and parents. Pupils are made to feel welcome, secure and safe in their school. A pupil's self-esteem is always nurtured by staff. Parents/carers are made aware of the school's policies. Staff in school give clear instructions/ examples to pupils and parents when needed and they lead by example. Pupils are helped if they are feeling unwell. Lessons are interesting, enjoyable and challenge individuals at an appropriate level. Work is well prepared and marked by the teacher. When pupils are struggling, teachers/ support staff help them and explain so the pupil understands. The school rules should be followed by all members of the school community. It is understood that effective learning and teaching requires positive behaviour.

Equal Opportunities

Our school's Equality Policy sets out the framework within which equal opportunities in the management of positive behaviour.

Safeguarding

When sanctions are given, consideration must be given as to whether the behaviour under review gives cause to suspect a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's Safeguarding Policy. It should be considered whether continuing disruptive behaviour might be the result of an unmet need. At this point, an Early Help Assessment might be required.

Special Educational Needs

The School's policy for Special Educational Needs sets out the framework within which provision for children with SEND are supported to ensure positive behaviour and a positive experience of school.

Class/School Transfer

Teachers will have opportunities to liaise with previous and next class teachers and at Year 6 with colleagues from local high schools for induction programmes. The purpose of the meetings will be to transfer documentation and details of individual pupils' progress and needs. Documents should be transferred to Class Teachers and transfer schools. This should be done at the end of the academic year. If pupils transfer during a school year, documents should be sent to the receiving school as soon as possible.

Monitoring and Review of Policy

This policy will be monitored and reviewed annually as part of the ongoing audit of practice within the school. Regular opportunities are provided for all staff to discuss and review the behaviour policy and is carried out to enhance teaching and learning. Staff training will be provided when necessary.

Evaluation will focus on and include: pupils' progress, quality and availability of resources and the organisation and teaching methods used.

Evaluation methods will include assessing pupils' behaviour and achievements; analysis of staff expertise and additional training requirements.

The policy is linked with the school's Health and Safety Policy, Safeguarding Policy, Attendance Policy, Anti Bullying Policy, Acceptable use Policy, Acceptable use of Remote Learning Policy, Use of Mobile Phone Policy and Teaching and Learning Policy and should be referred to when this policy is viewed and reviewed. The policy and contents are discussed with the pupils.

Signed: Brian Walsh - Headteacher

Date: September 2025

Review Date: September 2026

Agreed by the Standards and Effectiveness Committee on 8.12.22.