



Djanogly Northgate Academy Behaviour & Wellbeing Curriculum 2024-27

Djanogly Northgate Academy Vision

It's in our DNA...

At Djanogly Northgate Academy, our vision is anchored in our core values: **Discover, Nurture, Aspire**. We believe that every child deserves the life they dream of, regardless of where they begin. Our commitment to academic excellence drives us to provide an enriching and rigorous learning environment where every child can discover their strengths, build confidence, and achieve their full potential. A Northgate child can explore boundless pathways, growing as the author of their own story with the support to nurture their abilities and the courage to aspire without limits.

We champion the uniqueness of each child, inspiring them to reach high standards in their learning and to value inclusivity and respect. Together, we empower our children to find the person they want to be—and help them become it. We lay strong foundations, creating well-rounded learners who are proud of their identity, celebrate diversity, and are motivated to contribute positively to society. Through rigorous academics and rich experiences, we foster a safe space where every child feels valued and encouraged to make choices that reflect their highest aspirations.

Aims

We aim to create this 'Northgate Way' through:

- Providing a well thought out curriculum and environment that inspires children to learn, encouraging them to be aspirational, resourceful, and resilient in their learning and in life.
- Promoting a welcoming and nurturing environment where everyone feels safe, valued, and happy.
- Respecting, valuing, and celebrating our diversity
- Providing a place where all involved with school see themselves as learners.

Introduction

It is vital that this behaviour curriculum is clear, that is well understood by all staff, parents, and children, and that it is consistently and equitably applied. In developing this curriculum consideration has been given to all aspects of academy life and all stakeholders have been consulted as appropriate.

Three key values are promoted throughout all aspects of Academy life which fall under the idea of; **"It's in our DNA."** They are: **Discover, Nurture and Aspire**

These values underpin life at Djanogly Northgate Academy and are fundamental to encouraging good behaviour at the Academy through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and between staff and children.

All children are encouraged to be independent and to make positive decisions regarding their own conduct and behaviour. We have put in place a range of options and rewards to reinforce and praise good behaviour and positive choices, balanced by clear sanctions for those who do not comply with our rules and ethos. It is our intention that these are proportionate and fair responses that may vary according to the age of the children and any other exceptional circumstances which may affect an individual child.

Aims of this Policy

- Promote good behaviour, self-discipline, and respect.
- Prevent bullying.

- Ensure that all children engage well with opportunities to learn and thereby make good progress.

Legal Framework

The law allows teachers and all staff, as authorised by the Head/Governors, to discipline children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, breaks a school rule, or fails to follow a reasonable instruction the teacher/staff member can impose a sanction on that child.

This must satisfy the following three conditions:

1. The decision must be made by a paid member of academy staff as authorised by the Head.
2. The decision must be made on the academy premises or while the child is under the charge of the member of staff (i.e., off-site visits)
3. The decision must be reasonable in all circumstances, taking into account the age and any individual needs the child might have.

Responsibilities

Governors:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour.
- Ensure that there is an effective anti-bullying strategy drawn up and implemented.
- Ensure that the policy is publicised to all stakeholders and is available via the academy website.
- Ensure that policy and practice is reviewed regularly.

Head:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour.
- Determine the academy rules, including rewards and sanctions.
- Authorise **all** staff to actively uphold the academy rules, using rewards and sanctions as laid out in this policy.
- Ensure that this policy and related practice links closely with the academy's Child Protection & Safeguarding Policy to ensure that all children are protected from harm.

Senior Leadership & Management:

- Support the Head in ensuring that there is a strong behaviour policy in place
- Ensure that the behaviour policy is upheld and applied consistently by all staff

Lead Behaviour Professional (Learning Mentor):

- Ensure that the behaviour policy is upheld and applied consistently by all staff
- Support all staff in managing behaviour throughout the academy
- Create tailored support programs for individuals including Individual Behaviour Plans (IBP)
- Work with children who are in danger of being excluded, breaking down barriers to learning and building confidence.

Teachers:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction following the behaviour guidance
- Communicate effectively with parents/carers where there are concerns regarding their child's behaviour

All Staff:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have authority from the Head to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction

Rationale

This policy...

- Assumes everyone can succeed.
- Supports everyone to make sensible choices.

- Offers recognition for those children who consistently choose sensible behaviour.
- Gives some opportunities for redemption so that children who make the wrong choice are not discouraged too quickly.
- Involves incremental steps so that children can reflect if they have made a bad choice and choose more wisely next time.
- Employs sanctions that reflect the seriousness of bad choices of behaviour. Children are given multiple opportunities to correct their behaviour choices.
- Acknowledges that extreme behaviour is unacceptable.
- Involves parents as partners in ensuring children become good citizens.
- Encourages the use of additional rewards for exceptionally good behaviour and work.
- Will be applied consistently, including at lunchtimes and break times.
- Allows the school to monitor behaviour with data and set targets.

School Values

- **Discover.** To find out what one did not previously know. Discovering may apply to something requiring exploration or investigation or to a chance encounter.
- **Nurture.** To cultivate. promote. encourage. foster. To be kind to one another and us. The care and attention that is given to one another - especially whilst they are growing and developing.
- **Aspire.** To yearn for or have a powerful or ambitious plan, desire, or hope to do or be something. To aspire to be a great leader or to rise to a great height

Discover. Nurture. Aspire. It's in our DNA.

The same values apply to all children throughout the extended school day and in all parts of the building. They also apply to off site visits.

Every day, all staff will:

1. Meet and greet children as they arrive in school
2. Refer to Discover, Nurture and Aspire; the values and the resultant behaviours they expect to see.
3. Model positive language and behaviours and build strong relationships with children.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (Count down from 5 / hand-up will be used across the school)
6. Be calm and "give take up time" when going through the steps Prevent before sanctions
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are behaving badly.
9. Report and log incidents where extreme behaviour occurs

Organisation

Each classroom has a visual board that displays the Academy values: Discover, Nurture, Aspire. The class teacher will refer to the values throughout the day and use praise when children have displayed the values. Classrooms will display their current "star of the week". The Academy values have been broken down into several key stage appropriate statements that highlight to all how these values can be evidenced in the Academy (See Appendix 1.)

The corresponding statements are explained at the start of the year within classes and during assemblies. Throughout the year, these values will consistently be referred to around the Academy. Each class will create a charter at the start of term that explains how the children will ensure they uphold the school values. It will remain an active and important feature in how the academy operates.

Each class in the Academy has a "Class Dojo" page set up that each child in the class will be added to. Adults with parental responsibility for the children will also be invited to join Class Dojo. Class Dojo will be used for

parental communication via the “class story,” “school story” and direct messages as per the Academy’s work-life balance charter. The use of Class Dojo for rewards is detailed below.

Rewards

All staff use non-verbal rewards such as smiles and thumbs up frequently. Verbal praise will be used extensively, and adults will acknowledge children making good choices. Three of these comments will be used for each negative comment to ensure a positive atmosphere. Teachers will always look to share positive examples of behaviour.

Class Dojo points

Children receive tangible rewards in the form of Dojo points and will receive a sticker for the DNA value they have demonstrated (see Appendix 1) – all classes to use Class Dojo daily and will build cumulatively. Upon a child having received 20 dojos for each of the 3 Academy values, they will receive a bronze DNA badge in the next Star of the week assembly. This will be then repeated with a silver and gold badge upon a further set of 20x3 Dojos being awarded to a child.

Head Boy/Head Girl

These children are role models of the school in year 6 and exemplify the school values.

Djanogly Champions- children with gold badges and a red school sweatshirt

Children who have achieved gold for their dojo have been selected by their teachers and we used a democratic voting system to elect the Djanogly champion.

Pupil leadership team

The pupil leadership team is made up of 10 children and each child will have additional roles across the school.

During weekly Star Assembly, each class will nominate a ‘Star of the Week’ whose positive contribution to their class will be recognised and praised in front of the whole academy. These awards are based on the Academy Values (Discover, Nurture and Aspire) to ensure that all successes are recognised and celebrated. Staff will also seek to publicise and praise specific achievements that children have made in out of school activities. Parents and carers for the nominated children will be invited into the Academy for the assembly to celebrate their children.

Sanctions

Staff will always use non-verbal reprimands first such as ‘redirection sign’ (Appendix 2), a look, a shake of the head, raised eyebrows to address low level disruption. They will walk over to the child briefly to intervene early and de-escalate potentially disruptive behaviour. If these conversations fail to correct the behaviour, then the school has a structured programme which staff follow consistently, and which children understand and accept. A small minority of children may need an individual approach which must be agreed with the senior leaders.

The following steps will consistently be followed by all staff (see Appendix 3):

Step 1- Redirection

Gentle encouragement. Teacher will sign to child to indicate that this is a ‘redirection’. At this stage, the teacher may give a look, head shake etc.

Step 2-Reminder

A verbal reminder of behaviour expectations, delivered privately wherever possible. The teacher makes the learner aware of their behaviour. The learner has a choice to do the right thing.

(Give take up time) Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Step 3- Warning

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

Step 4- Time out reflection in class

- The learner is asked to reflect on their behaviour in a designated area of the classroom for a period of time (usually 3-5 minutes is appropriate length of time)
- Boundaries are reset
- Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning and given the chance to learn from mistakes
- Learner is given final opportunity to engage with the learning/follow instructions

Step 5- Paired Class reflection

If the step above is unsuccessful, or if a learner refuses to take a time out, they will be asked to leave the room and go to their predetermined partner/ paired class.

Staff will always deliver sanctions calmly and with care. Staff will address inappropriate behaviour and reprimand in private.

At this stage, negative behaviours are recorded on Arbor and class teacher will inform parents/carers.

Step 6- Reflection time

If the steps above are unsuccessful, the learner will be given a reflection time. This is time spent with an adult during breaktime, reflecting on behaviour and thinking about how to make more positive choices in the future.

At this stage, staff will ensure that negative behaviours and consequences are logged on Arbor. A member of SLT will speak to the child and will verbally inform parents about negative behaviours and subsequent consequences as per this policy. The member of SLT will log actions on Arbor.

The discussion during Reflection Time should focus on the following questions:

1. What happened? (listen to each other's account carefully)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

The inclusion team will take responsibility for leading reparation meetings during breaktimes. Colleagues will support when requested.

Persistent poor behaviour that results in multiple reflections (three times per week) will lead to a member of SLT contacting the child's parents/carers to make them aware of the situation and, if necessary, agree a pupil behaviour plan. If deemed necessary, at the discretion of SLT, a behaviour plan may be implemented at any time.

Trends to be analysed by the behaviour lead and inclusion team and if there is evidence of regular reflections in particular children, behaviour plans will be agreed with parents and class teachers. SLT will monitor poor behaviour across the school half termly and will inform and adapt behaviour plans at the end of each half term as needed.

Step 7- Formal meeting

If behaviour is consistently poor as shown by Reflection time analysis and incident reporting, there will be a formal meeting where parents / Carers are asked to meet with the class teacher and a member of SLT. During the meeting, targets will be agreed and monitored over an agreed period of time, this is usually two weeks.

Following the parent meeting, the child will be placed on an individual behaviour plan (IBP) and this will be shared with child, class teacher, a member of SLT and parents. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

A **serious breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion where appropriate will be sought. For example, it may be more appropriate to have an internal exclusion. If a child has already received an internal suspension for the same extreme behaviour, this will be escalated to an external suspension depending on the circumstances. The final say on all such instances will fall to the Head Teacher

Please note, at the discretion of SLT, steps may be skipped according to the seriousness of negative behaviours or when negative behaviours are repetitive.

Misbehaviour

This is rare and it includes;

- Physical attack
- Creating a serious risk to the health and safety of self or others
- Serious deliberate damage to property
- Serious or persistent defiance
- Serious or persistent verbal abuse

These actions may result in the following sanctions;

- The child will be taken to or removed by a senior member of staff.
- They will be taken to an appropriate room to calm down.
- Parents will be called if the member of senior leadership team deems it necessary.
- Member of senior leadership team and class teacher will decide on appropriate sanctions.
- Any child that poses a serious health and safety risk to themselves, children or staff could be excluded for a set number of days at the head's discretion.
- In some cases, children may receive an internal exclusion, a short-term isolation from their class, if senior leaders deem this more appropriate than fixed term exclusion.
- The child will be given an individual support plan and a positive handling policy, if necessary, on their return to school.
- Outside agencies may become involved with the agreement of parents, such as the educational psychologist, paediatrician, behaviour support services, education welfare, or social care.
- Exclusion will be used as a sanction where the Head Teacher deems this appropriate – see Exclusion Policy.

All staff are legally authorised to use reasonable, proportionate, and necessary force to prevent children injuring themselves or others, committing an offence, damaging property or to maintain good order and discipline in the classroom – see Positive Handling Policy.

Staff are legally authorised to search a child and/or their belongings if they have reason to believe that the child has property that does not belong to them or could be harmful to them or others.

EYFS

Behaviour in EYFS

Sanctions in the EYFS unit and playground

Step 1- Redirection

Gentle encouragement. Teacher will sign to child to indicate that this is a 'redirection'. At this stage, the teacher may give a look, head shake etc.

Step 2 - Warning

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

Step 3 - Time out reflection in class

- The learner is asked to reflect on their behaviour in a designated area of the classroom for a period of time (usually 3-5 minutes is appropriate length of time)
- Boundaries are reset
- Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning and given the chance to learn from mistakes
- Learner is given final opportunity to engage with the learning/follow instructions

As children in EYFS are in the very early stages of learning, it may be necessary to repeat steps 1 to 3 as deemed appropriate by the class teacher.

Step 4 - Reflection Time

If negative behaviours persist, the child will be sent to member of senior leadership/management team who will have a restorative conversation with the child. At this stage, staff will ensure that negative behaviours and consequences are logged on Arbor. A member of SLT will speak to the child and will verbally inform parents about negative behaviours and subsequent consequences as per this policy. The member of SLT will log actions on Arbor.

Parents can help:

- By recognising that an effective Early Years and KS1 behaviour policy requires close partnership between parents, key workers, teachers and children
- By discussing the School Rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending parents evenings, parents functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without school values being followed
- By remembering that staff deal with behaviour problems patiently and positively

Lunchtime & Playtime Sanctions

The same expectations of the children will apply at lunchtime and playtime as at any other time of the day, both inside and outside the building. Rewards in terms of praise and Dojos will be actively encouraged.

Sanctions operate as follows;

Step 1- Redirection

Gentle encouragement. Teacher will sign to child to indicate that this is a 'redirection'. At this stage, the member of staff may give a look, head shake etc.

Step 2-Reminder

A verbal reminder of behaviour expectations, delivered privately wherever possible. The teacher makes the learner aware of their behaviour. The learner has a choice to do the right thing.

Step 3- Warning

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

Step 4 - Reflection Time

If negative behaviours persist, the child will be sent to member of senior leadership/management team who will have a restorative conversation with the child and, where necessary, a member of SLT will record the negative behaviour on Arbor and will inform parents.

If a child is frequently refusing to follow school rules at lunchtime, there is an escalation process:

1st incident - Child to miss half of lunchtime play (reflection)

2nd incident - Child to miss whole of lunchtime play and parents informed

3rd incident - Child to miss the rest of the week's lunchtime play

4th incident- Child to go home for lunchtimes for 1 week

At the end of the week, this will be reset but the behaviour lead will monitor trends.

Lunchtime support team will log any incidents and ensure that sanctions are followed through.

Lunch Club is available for children who find lunchtime challenging. This is run as an early intervention strategy to support children who find the long, unstructured lunch period challenging.

Where appropriate, children are supported with activities to develop social skills and anger management. Some children attend lunch club as part of an individual support programme, others have the choice to access it if they feel that they need 'down time.'

Catering staff praise good behaviour and manners.

Behaviour Off-Site

All children on off-site educational or residential visits are expected to maintain high standards of behaviour and follow school rules. Where senior staff deem the actions of an individual child may put the health and welfare of others at risk, they may take the decision to withdraw the opportunity to go on an off-site visit.

The academy will take the behaviour of individual children in the community, out of academy hours, into consideration if it is deemed a risk to the safety and welfare of the academy community. Any such incidences reported to staff will be dealt with by senior leadership team at their discretion. If deemed necessary outside agencies may become involved such as social services, police, Youth Offending Team, etc.

Wellbeing

Child Protection and Safeguarding is a priority; policy and practice are covered in our separate policy.

All staff know and understand that children learn best when they feel safe and happy. It is therefore an essential part of the academy ethos to promote every child's wellbeing. The first day of every term is a focused day on PSHE across the academy where all children and staff engage in planned activities which promote the Academy Values. These key objectives then underpin our curriculum and will be referred to regularly at other times.

We know that some children need more individualised social and emotional support at times during their school life. For some this may be due to short term changes in their own lives whilst for some it may be part of a wider context. We always seek to provide children with the support and tools they need to overcome barriers to learning, whatever form they may take at the time. We have staff who are knowledgeable and skilled in providing nurture provision for individuals or groups as appropriate.

Selected support staff are trained in play therapy to provide nurturing for sudden temporary trauma or ongoing emotional needs. The idea is for them to create their own world with support but no direct input from staff,

just a space for the children to use as they like. This is put into place where appropriate with the agreement of parents/carers.

9 members of staff have been through the Thrive programme.

The THRIVE PROGRAMME is a scientifically backed positive coaching programme used globally to develop resilient, positive, and happy people. Our staff and children are equipped with strategies to ensure they have strong psychological foundations, strong psychological foundations are:

- A high sense of power and control
- High self-esteem.

We achieve strong psychological foundations by:

Teaching staff, children, and parents that happiness comes from within and that we have the power and control to find happiness in our own lives. We teach our staff to Thrive so that they are empowered to maintain positive wellbeing and become role models for our children and families.

Anti-Bullying Strategy

Bullying is defined as behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups or by actual or perceived differences between individual children. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools must make their own judgements about each specific case.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, following the wider use of available technology. The wider search powers included in the Education Act 2011 give the academy stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

E-safety forms an integral part of our computing curriculum and children are taught how to keep themselves safe when using ICT.

It is our aim to create an environment of good behaviour, tolerance and mutual respect that prevents bullying from being a serious problem in the first place. However, we do acknowledge that instances of bullying can occur between children, and we will always listen to concerns from children or their parents. Bullying is categorised as 'Several Times on Purpose.' There is no single solution to bullying which will suit all parties and all incidences so we will listen, respond, and deal with each concern/issue as it arises.

Our strategy will follow our process:

- **Prevention** – we promote tolerance, understanding and mutual respect throughout our curriculum. Children are encouraged to consider the impact of their own actions on others and take responsibility for those actions. Whole academy events and assemblies also promote these values.
- **Intervention** – we listen to concerns from children and/or parents and investigate each issue appropriately. If deemed necessary and appropriate by staff, we apply disciplinary measures to children who bully to show clearly that their behaviour is wrong. We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator and will provide support as well as sanctions as required.
- **Review** – we will continue to monitor any identified incidents to ensure that there is no repeat.
- **Communication** – we involve parents/carers to ensure that they are clear that the academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents to feel confident that we treat the safety and wellbeing of their child as a priority.
- **Wider Community** – Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to staff, it will be investigated and acted on as appropriate. We may also consider whether it is appropriate to notify the police or other agencies.

The Parent – Teacher Partnership

We believe that a successful partnership between the academy, the child and their parents/carers is essential. Class teachers will take the lead role in communicating with parents/carers where the academy has concerns around their child's behaviour. We will actively encourage all parents/carers to engage with us and work in partnership to improve behaviour and outcomes for their children. All staff at the academy will respect the relationship with parents/carers and strive to ensure this is a positive relationship which supports their child's achievements.

Where parents do not engage positively the senior leadership team may have to take a decision as to whether the parent/carers in question should be asked not to come on to the academy premises. In extreme cases senior leadership team reserve the right to ban parents/carers from the premises and seek support from the police.

Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. All staff are responsible for ensuring that children are supported and challenged as appropriate to their individual need.

Appendix 1

DNA Values

EYFS

DISCOVER

- I ask grown up or my friends about the things I do not know.
- I play and have fun to learn new things.
- I show I am curious by looking at, using, and talking about new things.

Nurture

- I help others and I am kind.
- I share and take turns.
- I listen to everyone.

ASPIRE

- I keep trying and never give up.
- I show bravery when trying new things.
- I feel proud of myself when I learn something new.

KS1

DISCOVER

- I ask thoughtful questions to help me learn more, understand or clarify.
- I show interest in a range of activities to explore new ideas, new objects, and new experiences.
- I try out new ways and methods to solve problems to help me understand.
- I notice and share details, patterns, and changes in my environment.

Nurture

- I offer help and encouragement to others.
- I treat others and our environment with kindness, respect, care, and consideration.
- I collaborate with others to achieve more together.
- I take responsibility for my actions and belongings.

ASPIRE

- I persevere when I am faced with a challenge.
- I think creatively to produce new ideas or solutions.
- I show confidence and believe in myself.
- I set goals for myself, and I am motivated to learn.

KS2**DISCOVER**

- I think critically to ask probing questions and seek evidence to develop my understanding.
- I actively seek out information from a variety of sources.
- I investigate connections between different subjects and topics.
- I experiment with problem solving to help me explore and understand complex ideas.
- I explore different things I like both inside and outside of school and share these with my friends.

Nurture

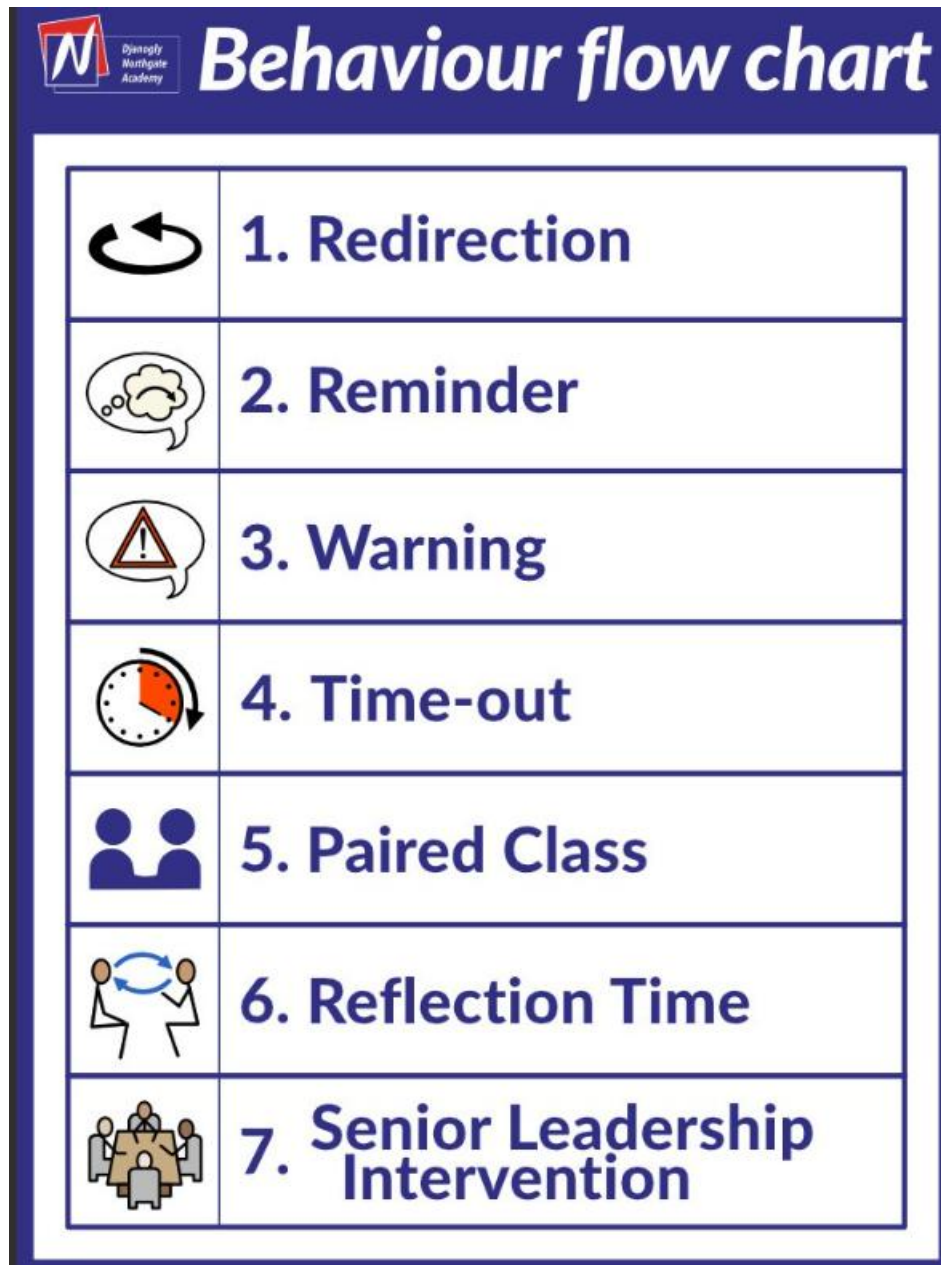
- I actively support, include, and encourage others.
- I show kindness and consideration to my friends, teachers, and wider school community.
- I collaborate with, support, and guide my peers to share knowledge, offer help and provide encouragement.
- I build and value positive relationships with my classmates and my teachers.
- I show understanding, empathy, and respect always.

ASPIRE

- I embrace challenge, showing perseverance and resilience.
- I set ambitious goals both inside and out of school and work hard to achieve them.
- I celebrate successes both individual and collective, recognising my own efforts and achievements and that of my peers.
- I take initiative to enrich, extend and deepen my learning.
- I reflect on my learning and identify areas of strengths.

Appendix 2**Flow chart for behaviour:**

A behaviour flowchart will be visible in every classroom (Years 1 – 6) as follows:



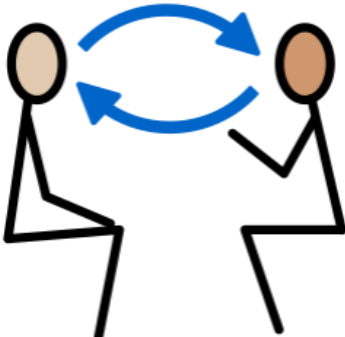
Flowchart Actions Explained

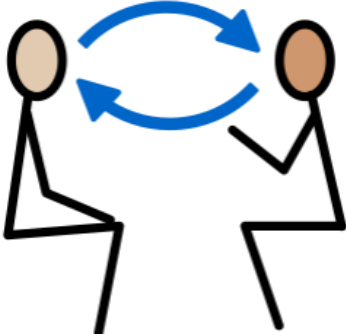
Behaviour Flow Chart

	1. Redirection Action: Gentle encouragement to make the right choice. Teacher will sign to child to indicate that this is a redirection.
	2. Reminder Action: A verbal reminder of behaviour expectations. The learner has a choice.
	3. Warning Action: Clear verbal warning outlining the consequences if behaviour continues.
	4. Time-out Action: Short reflection time (3-5 min), boundaries reset in the classroom, next steps discussed.
	5. Paired Class Action: If behaviour still does not improve, the learner reflects in a partner classroom. Negative behaviours are recorded on Arbor and class teacher will inform parents/carers.
	6. Reflection Time Action: Learner spends breaktime with member of SLT reflecting on behaviour and making better choices. Negative behaviours are recorded on Arbor and SLT will inform parents about negative behaviours.
	7. Senior Leadership Intervention Actions may include: • Internal Isolation • Suspension A member of SLT will meet with parents to inform them of actions and to discuss ways forward.

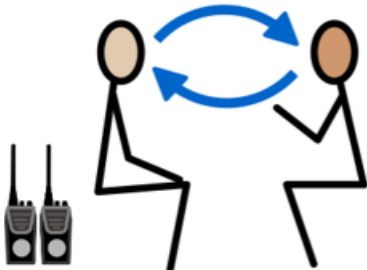
Appendix 3

EYFS Behaviour Flowchart

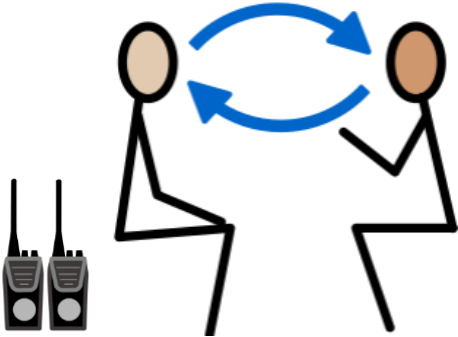
	1. Redirection
	2. Warning
	3. Time-out
	4. Reflection Time

	1. Redirection <i>Action:</i> Gentle encouragement to make the right choice. Teacher will sign to child to indicate that this is a redirection.
	2.Warning <i>Action:</i> Clear verbal warning outlining the consequences if behaviour continues.
	3.Time-out <i>Action:</i> Short reflection time (3-5 min), boundaries reset in the classroom, next steps discussed.
	4. Reflection Time <i>Action:</i> Learner spends breaktime with member of SLT reflecting on behaviour and making better choices. Negative behaviours are recorded on Arbor and SLT will inform parents about negative behaviours.

Lunchtime Behaviour Flowchart

	1. Redirection
	2. Warning
	3. Time-out
	4. Reflection Time

Lunchtime Behaviour Flowchart Explained

	1. Redirection <i>Action:</i> Gentle encouragement to make the right choice. Member of staff will sign to child to indicate that this is a redirection.
	2.Warning <i>Action:</i> Clear verbal warning outlining the consequences if behaviour continues.
	3.Time-out <i>Action:</i> Short reflection time (3-5 min), boundaries reset in the classroom, next steps discussed.
	4. Reflection Time <i>Action:</i> Learner spends breaktime with member of SLT reflecting on behaviour and making better choices. Where necessary, negative behaviours will be recorded on Arbor and SLT will inform parents about negative behaviours.

Appendix 5

Examples of Behaviours and Possible Actions

Behavioural Incidents within the classroom	Possible Impact	Consequences
- Shouting out - Deliberately disrupting learning on /Distracting others - Refusal to <u>attempt assigned</u> activity. - Failure to follow a reasonable instruction.	- Negatively impacting on the learning opportunity for themselves and others. - Disrespectful behaviour can cause offence.	At any stage, a child may be asked by a member of staff to implement an appropriate action to resolve an issue, for example apologise for causing offence (verbal/written), tidy up a deliberately made mess, repair/replace damaged property, complete activity <u>at a later time</u> etc. Step 1: Redirection Step 2: Reminder of expectations by a member of the classroom teaching team, with a discussion on how a child can approach a situation differently next time. <u>Thus</u> reinforcing our high expectations. Step 3: Warning A member of the classroom teaching team will explain that this is now a warning. A further explanation will be provided of the actions the child needs to take to improve their behaviour. If necessary, Teachers will provide solutions to rectify the situation. <u>E.g</u> - Restorative conversations between pupils. - Time out in a self-regulation area in the classroom to reflect. - Child asked to complete unfinished work at break/lunch play. Step 4: Time-out Reflection in Class - Pupil will be sent to a designated part of the classroom to reflect on their behaviour for a set <u>period of time</u>. - Prior to returning to their class seat, a member of the teaching team will re-enforce classroom expectations. At this stage, the incident will be recorded <u>electronically</u> and teaching staff will inform parents. Step 5: Paired Class Reflection
- Disrespectful comments/Verbal altercations (non-racist/non-bullying/non-abusive) - Rude towards adult.	Disrespectful behaviour can cause offence.	

- Swearing - Absconding - Physical altercations - Racism - Use of homophobic language	Unsafe behaviour.	Step 6 Reflection Time with SLT <u>Step 7: SLT Decision</u> An incident report will be completed by class teacher, and an action plan will be put into place by SLT to support behaviour. SLT will inform parents. <u>Consequences will reflect incident/repetition of incidents, but may include:</u> Internal isolation from classroom environment for a fixed period. This will be supported by the Deputy Head Teacher. Suspension for a fixed period of time.
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Please note, at the discretion of SLT, steps, from any flowchart, may be skipped according to the seriousness of negative behaviours or when negative behaviours are repetitive.