

Northfield Junior School



Encourage each other to do well

Teamwork
Responsibility
Respect
Resilience
Kindness
Curiosity



Behaviour Policy

Review Date		September 2026
Reviewed By		Johnathon Walmsley & Jo Johnson
Job Role		Headteacher & Behaviour Co-ordinator
Next Review Date		July 2027
Changes Explained	V1:24/25	New policy adopted – used the template from The Key and adapted it for our school.
	V2:25/26	No changes
	V3:26/27 September 26	Changes regarding Brick Phone subject to Governor Approval (highlighted in blue). Additions to sanctions sections (highlighted in blue). Added Electronic devices to the search and confiscation section in line with the Online Safety Policy.
	V3:26/27 October 26	Template review SHousley

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying at Northfield is a specific form of challenging behaviour that is not tolerated. This is dealt with through the Anti Bullying Policy.

Roles & Responsibilities

The Headteacher is responsible for:

- Reviewing this policy in conjunction with Governors.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

The School Behaviour Curriculum

At Northfield we are committed to the principles that:

- Every member of the school community has the right to be treated fairly and with respect
- All pupils have a right to be educated in a safe, secure and happy environment
- The effectiveness of this policy relies on a positive partnership between home and school and the full support of parents in its application
- Excellent behaviour lies at the heart of the excellent education that we aim to provide and is essential to safeguarding the physical and emotional welfare of the whole school community

Excellent behaviour is a term that we use on a frequent basis and is evidence as follows:

- In the pupils themselves by respect for the school's rules for their appearance and uniform, high attendance and punctuality and appropriate and inclusive social skills.
- In the classroom by outstanding attitudes to learning, a "thirst for knowledge", and respect for one another's views and rights to learn and be heard
- By high standards of progress in pupil's books, work that is well presented, and pupils acting on marking and feedback to improve their learning
- Around the school by moving around the school safely and respectfully, good manners and respect for school property
- In the playground by fair and inclusive play, respect for the playground Code of Conduct, and the ability to resolve conflicts independently
- Outside of school by representing the school and its values with pride, and promoting the school's reputation in the local and wider community

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

At Northfield, we actively encourage parents and carers to not send their child with a mobile. Where the parent or carer deems it necessary, the phone is turned off and handed into the class teacher at the start of the school day. The phone is stored in the teacher's drawer and returned to the child at the end of the day. No child should be on a mobile phone on the school premises.

Responding to behaviour

To motivate and maintain excellent behaviour a variety of rewards and sanctions are employed.

Rewards

At Northfield Junior School, we reward the children in the following ways:

- Praise
- Merits for individual work achievement
- Team points
- Class points
- Certificates
- Stickers
- Prizes
- Raffle tickets for excellent behaviour at lunchtime
- Button Badge Award (decided by class councillors)
- Headteacher's Award (one per term)
- Gold Award (once a week during Gold Assembly)
- Team of the week – extra playtime
- Team of the term
- Sharing with parents/carers
- Sharing their work with staff

Sanctions

A clear progression of sanctions is in place and is supported by a visual chart (see appendix) to ensure consistent application across the school. All members of staff are authorised to implement these sanctions. When behaviour cards or other elements of the policy are applied during break or lunchtime, the class teacher will be informed to ensure continuity and appropriate follow-up.

When dealing with minor behaviours, the following will take place:

- Initially for behaviours such as but not limited to:
misuse of equipment, answering back, play fighting, wrong place, not listening to adults, not getting on with work, swearing (heard by another child), name calling, shouting / being silly at the dining table a Blue 'Think' card is given to encourage children to reflect on and change their behaviour.
- If a pupil repeats similar behaviour after receiving a Blue 'Think' Card, a Yellow 'Make the Right Choice' Card will be issued as a second warning, encouraging the child to reflect and adjust their behaviour accordingly.
- In Lower School, the accumulation of behaviour cards resets at lunchtime, allowing pupils a fresh start for the afternoon. In Upper School, behaviour cards are carried throughout the day and reset only at the end of the school day.
- Next steps may be to be sent to another classroom, miss break, sent to the headteacher.

- Children may pass the card progression straight to the headteacher by displaying behaviours including but not limited to; deliberately spitting, fighting, swearing (heard by an adult), Homophobic / racist language
- "To support reflection and personal growth, pupils who miss their break time due to behavioural reasons are required to complete a reflection sheet. There are three designated 10-minute reflection opportunities throughout the day: during morning break, at the beginning of lunchtime, and during afternoon playtime. These reflection sheets are monitored for frequency, and parents will be contacted where appropriate to ensure a consistent and supportive approach."
- **Staff members retain the professional discretion to escalate behavioural responses when circumstances warrant a higher level of intervention, considering the severity, context, and potential impact of the behaviour.**

If the behaviour continues to be unacceptable and is severely affecting school life, the wellbeing and learning of others over a period of time or there was an incident of highly dangerous or extreme behaviour, some of the following may be employed:

- Inform parents
- Invite parents to discuss behaviour and joint sanctions
- Individual behaviour report to be shown to Head Teacher each playtime
- Behaviour Home/School Link Book
- Individual playtime arrangements
- Exclusion from activities eg trips and swimming where safety is a concern
- Implementation of an Individual Behaviour Plan
- A meeting with parents to go through the Essential Behaviour Management Checklist with the Headteacher, Deputy Headteacher or SENDCO.
- Internal exclusion to Heads office
- Temporary exclusion for part or whole days (In line with the Exclusion Policy)
- Permanent exclusion (in line with the Exclusion Policy)
- Governor involvement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please refer to the Restrictive Interventions Policy for further details.

Searching and confiscation

The Headteacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Only the Headteacher and Deputy Headteacher have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list – the Headteacher or Deputy Headteacher may designate a member of staff in their place if they are not on site. If the pupil needs to be searched, two members of staff, from the ones named above, will seek cooperation from the pupil and both will be present for the search.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- Electronic devices
- cigarettes, tobacco paper, e-cigarettes and vapes.
- pornographic images
- anything else perceived to pose a threat to pupils at the school.
- fireworks
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school.
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school.

- behaviour that could adversely affect the reputation of the school.

Exclusion

In cases of severe and persistent misbehaviour, the Headteacher may exclude a child from school for either a fixed period of time, known as a suspension or permanently. If such action is taken, the head teacher will inform the Chair of Governors and follow DCC policy for reporting (See Exclusions Policy). The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. Reference will be made to the Equality Act 2010 and schools' guidance.

Examples of types of behaviour which may result in exclusion:

- physical assault against an adult
- physical assault against a pupil
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- bullying
- cyber bullying
- possession of illegal drugs
- possession of weapons
- racist abuse
- abuse relating to disability.
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Responding to behaviours from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Some examples may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Staff induction, development and support

New staff will have a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

All staff are provided with regular training on the needs of the pupils so behaviour can be managed consistently. The school ensures adequate training is provided for staff on certain special educational needs, disabilities, or mental health needs (which may at times affect a pupil's behaviour). Ongoing collaboration with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams are used to support all staff.

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. They also make reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The school records minor and major classroom incidents where a child is giving cause for concern – break forms are submitted to the Headteacher and recorded so patterns and trends maybe identified. The Headteacher records incidents where a child is sent to them on account of seriously bad behaviour.
- The Head teacher keeps a record of any pupil who is internally excluded, suspended or permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Written Statement of Behaviour Principles

- All stakeholders agree to the school motto of ‘encourage each other to do well’.
- All stakeholders agree to adopt the school values of respect, kindness, curiosity, resilience, teamwork and responsibility.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life