



North Primary School

Behaviour Policy for Parents



Personal development, behaviour and welfare

Outstanding

- The excellent behaviour of pupils has a significant impact on how well they learn. Pupils say they feel safe and are well looked after in school.
- The provision for pupils' spiritual, moral, social and cultural development is excellent, and is a major contributory factor in pupils' very positive attitudes to learning

North's Expectations

We have a strong ethos of Imagine, Believe, Achieve.

Our ethos is displayed in every room of the school and are shared with children at the beginning of every year, during assemblies and during P.S.H.E. Children are praised for following the school's expectations







Our Aims:

To provide a challenging, stimulating, caring and safe environment where all

- children are encouraged to develop to their full potential
- To encourage independence, responsibility, self-discipline and pride in our achievements and our school
- To enable all children to be granted respect irrespective of age, race, creed, gender, background or ability
- To develop every child academically, physically, morally, spiritually, socially and culturally
- To ensure a well-planned and appropriately resourced teaching and learning environment
- To prepare our children for the future and to nurture a desire to learn
- To show care and responsibility in the way we all behave with one another in our school and the surrounding community
- To encourage parents and carers to take an active role in their child's learning including social and moral development

Rewards and sanctions

	Daily – classroom Dojo is used to reinforce positive behaviours. Pupils are rewarded with points during lessons that build up over the term.
	Weekly – celebration assemblies. Postcards celebrating pupils that have displayed North's values.
	Weekly – British values postcards celebrating pupils have been role models to others when modelling British Values.
	Half-termly certificates handed to children who have earned the most amount of Dojo points that half term. The points are wiped clean at this point to encourage pupils to make a fresh start and change behaviours if required.

All of our pupils are beautifully behaved, but just in case they need the odd reminder on below are the sanctions that might occur.



Category	Examples of incidents	Sanction	Recording
A	Rudeness, not listening, distracting others, wasting time, being off task.	-Warning/ moved within the classroom	-Monitored
B	Repeated A behaviours	-Time out (10 mins) in class or in partner class -Missed playtime/lunchtime	-Possible report card -Parents spoken with
C	Fighting, hitting, swearing, vandalism, dangerous behaviour, putting others in danger, bullying of any form	- Internal exclusion – time-related to incident (must be facilitated by SLT) -Missed lunchtime/playtime	- CPOMS - formal recording system -Meeting with parents - Report card may be necessary
D	Serious incident that puts others at risk, stealing, physical attacks on staff or pupils, persistent bullying.	-External exclusion – must be initiated by Headteacher	-CPOMS -Formal parent meeting with Headteacher

Internal exclusion- work is taken to another class for a day/ afternoon. Parents are informed in writing or via a phonecall/Parentmail. An internal exclusion can only be issued by a senior leader.

CPOMS- the school's system for tracking behaviour, safeguarding and medical needs. Incidents are logged against a pupil's name in order to systematically monitor the above.

Report card- a report that is filled in lesson-by-lesson by the class teacher and monitored daily by parents and senior leaders.

Pupils with **SEND or special circumstances** may have altered sanctions, depending on the individual situation. This does not mean making excuses; this does mean taking each case individually and deciding on appropriate actions, coupled with teaching of appropriate behaviours.

We are lucky at North to have a **Pupil and Family Support Officer**. If you would ever like support or advice with behaviour management at home, please book a meeting with **Mrs Maqbool**.

We all make mistakes from time-to-time and sometimes we will make bad choices- it is part of growing up (and being human). It is our job as a school and as parents to help teach our children how to regulate their own emotions and actions and to support them with making as many positive choices in their life as possible. We cannot get 'it' right all of the time, but the more often we do get 'it' right, the happier and healthier our lives will be. The partnership between home and school is crucial when it comes to supporting with your child's behaviour.

How can parents help?

1. First and foremost, by **supporting the school with any decisions**. All staff are professional and will ALWAYS endeavour to take actions that best fit the scenario and any evidence. Just like when parenting at home, teachers do not always get it right, but they will try to make a fair and just decision based on what they feel is best at the time.
2. **Follow** through the **message** at home. If your child has been in trouble at school, reinforce the message at home so that they understand **what** it was that they did wrong, **why** they did it, **how** they can make it better and **what** they could do in future to avoid the same situation. For serious incidents, coupling this with a sanction at home may be necessary e.g having a games console or tablet confiscated etc.
3. Be mindful of your child's recount of events. Just like you would in all situations at home; be aware that there are always two sides to a story. We do encourage children at school to tell the truth and we praise those who are honest, even when they know there will be a sanction for the behaviour. This is an admirable trait and one that should be praised. Not all children will do this at first, so be mindful that their version of events may be different to the teacher's. However, at the same time, when you notice children being honest and taking responsibility for their actions, praise this.
4. Have **clear boundaries** in place at home, setting out your expectations clearly. **For example**, 'the expectation in this household is that we do our homework first before we play football outside, or go to the park or play our computer games. All of which are **rewards for positive behaviour**; they are **not a right that you get no matter what behaviour** you display.'
5. **Catch your child being good**. Praise the positive behaviours you notice in them to reinforce that these are what they need to continue doing e.g Thank you so much for helping set the table. That was such a thoughtful thing to do. It means one less job for Mummy or Daddy to do.'
6. Be **specific with praise** – tell them exactly what it was that was good so they know how to achieve this in future. **Substitute**, 'well done' or 'good job' to 'I love how you helped your little brother to get himself ready for the bath. That was so thoughtful and kind and means we have more time to play later.'
7. Think about the long term: rewards, stickers and so on can be a useful tool for short-term changes in behaviour, but long-term we need children to **regulate themselves**. They need to understand **how and why their actions affect others**. Help your child to **understand their feelings** by talking about them and how their feelings affected their emotions and how that led to the choices they made e.g *'I know that your sister knocked over your Lego tower. This must make you angry. In understand that as we all get angry sometimes. Instead of hitting your sister when you are cross, how else could we act in this situation that would be more positive?'*
8. The key message we give our pupils is that **we cannot control others'** actions and choices, but we **can control our own**. Hence why supporting your child with their emotional regulation is key: emotions and feelings will often determine the actions that we take. If our learnt action to annoyance to frustration is to hit, this will lead to negative outcomes. If we can train our children to recognise anger and support them with strategies on how to manage anger productively e.g breathing, time-out etc, it will lead to more positive outcomes.