



# Northlands Primary School

One Community – Many Cultures – Achieving Together

Behaviour policy September 2025  
Review September 2026

## Introduction:

We believe that all pupils at Northlands have the right to learn, feel valued and work in a safe, friendly and caring environment. We believe that all pupils have the right to be heard, not judged, and to be treated **consistently**. We strive to be **role models** and to become a confident, happy and independent **learning community**. At Northlands we do not tolerate incidents of racism, prejudicial or bullying behaviour (including online) at any time.

All staff at Northlands, including visiting staff, have a duty to support the achievement of our aims by helping to implement this policy robustly. We also expect that anyone working with our children demonstrates an **unconditional positive regard** for them. This is monitored by the headteacher and the senior leadership team. Parents will be encouraged to support this policy through our parent termly parent meetings.

## 1. Our school rules:

Our behaviour policy is underpinned by our 3 school rules:

- Be respectful
- Try your best
- Never give up

These rules also reflect the values that we seek to instil in our children throughout their time at Northlands.

## 2. Promoting positive behaviours:

At Northlands we seek to promote positive first and foremost. We do this in the following ways:

- By encouraging pupils to contribute to the leadership of the school or by allowing them to take on specific job roles in line with their abilities, skills or interests.

|        | Role:                | Job Description:                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Responsible to: | Appointed by:             |
|--------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------|
| Year 6 | Head Boy and Girl(s) | <ul style="list-style-type: none"><li>• Act as Ambassadors for the school and attend school events</li><li>• Tour visitors around school and provide basic school information</li><li>• Support the leadership of assemblies including accompanying parents to/from Celebration Assembly</li><li>• Participate in Learning Walks with Senior Leaders in order to inform and participate in Strategic School Development including feeding information back to peers</li></ul> | KI              | Staff Election            |
| Year 6 | Prefects             | <ul style="list-style-type: none"><li>• Act as a role model for all pupils</li><li>• Oversee silent transitions and report to senior leaders</li><li>• Support with behaviour management</li></ul>                                                                                                                                                                                                                                                                            | KI              | Application and interview |



# Northlands Primary School

One Community – Many Cultures – Achieving Together

Behaviour policy September 2025

Review September 2026

|          |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                |
|----------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------------|
|          |                     | <ul style="list-style-type: none"> <li>Undertake jobs as directed by Teaching Staff</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |    |                |
| All      | School Council      | <ul style="list-style-type: none"> <li>Represent the views of their class as School Council members: share whole school pupil voice</li> <li>Take an active role in school life including improvements to the environment and systems/processes                             <ul style="list-style-type: none"> <li>Commitment to charity and fundraising work</li> </ul> </li> <li>Overcome problems and challenges as problem solvers on behalf of the pupil population</li> </ul> | KW | Pupil election |
| Year 4/5 | School tidy team    | <ul style="list-style-type: none"> <li>A foreman to oversee the other pupils                             <ul style="list-style-type: none"> <li>An outdoor tidy team</li> <li>An indoor tidy team</li> </ul> </li> </ul>                                                                                                                                                                                                                                                            | JD | JD             |
| All      | School library team | <ul style="list-style-type: none"> <li>Keep library tidy</li> <li>Promote good library behaviours (replacing books in correct places)</li> </ul>                                                                                                                                                                                                                                                                                                                                    | JD | JD             |

- Teachers will additionally use weekly headteacher award assemblies to celebrate where children have demonstrated that they are being *respectful*, *trying their best* or being resilient by *not giving up* on a challenge.
- Within class, all pupils start on a green circle to indicate they are doing well. Staff can reward pupils with marbles for following the class rules (Be respectful, Try your best, Never give up) to elevate their name to the star position (see below).



Pupils demonstrating the rules may be given a marble and moved up to the star position.

All pupils start here.

Pupils will be given a verbal warning before moving to the yellow spot. Pupils will be placed on L1 if they do not modify their behaviour from here.

- Staff draw upon a wide of approaches to promote positive behaviour within their classes which, whilst bespoke to children's needs, will have a commonality across the school:

| Approach                                                                                                                       | Details                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prompts used throughout the school to engage pupils.                                                                           | <ul style="list-style-type: none"> <li>Whizz bang pop- everybody stop</li> <li>Think, think say</li> <li>Hocus pocus - everybody focus</li> <li>Clapping and children repeat</li> <li>1,2,3 eyes on me</li> <li>Swoosh (firework noise) for excellent work.</li> <li>Click fingers and clap: pupils copy</li> <li>Show me 10 (pupils show empty hands)</li> </ul>                                                |
| Staff listen to children, are curious and empathetic and have a desire to do what they can to help a child having a tough time | <ul style="list-style-type: none"> <li>Always use names when addressing individuals</li> <li>Provide opportunities for children's feelings and wishes to be heard</li> <li>Offer time out</li> <li>Offer a change of face (e.g. another member of staff)</li> <li>Offer a change of setting</li> <li>There is a no-shame approach to behaviour management</li> <li>Staff will never shout at children</li> </ul> |



# Northlands Primary School

One Community – Many Cultures – Achieving Together

Behaviour policy September 2025  
Review September 2026

|                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                        | <ul style="list-style-type: none"> <li>Children are <b>taught</b> to reflect on their behaviour and encouraged to manage emotional situations effectively</li> </ul> <p><b>Key Phrases</b><br/> <i>e.g. I can see that you are feeling unhappy can you help me to understand what is happening?</i><br/> <i>Is there anything I can do to help?</i><br/> <i>Would you be more successful if you moved to...?</i><br/> <i>Thank you...I can see you are...</i><br/> <i>If you would prefer you could...</i></p> |
| Structure, routines and boundaries for all pupils are explicitly shared and adaptations to these are made to meet the individual needs | <ul style="list-style-type: none"> <li>Planned support for transitions and changes</li> <li>Teachers display visual timetables where required</li> <li>Predictability of people and situations, and adequate preparation when things are planned to change</li> <li>Clear classroom routines and expectations that are mirrored throughout the school</li> </ul>                                                                                                                                               |
| Seeing the child and not the behaviour                                                                                                 | <ul style="list-style-type: none"> <li>Frequent opportunities are provided for pupils to rectify behaviour</li> <li>Mistakes are seen as part of learning</li> <li>Each session or day is seen as a fresh start</li> <li>Incidents are dealt with in a timely fashion, and pupils are afforded opportunities to move on.</li> </ul>                                                                                                                                                                            |
| Provide learning breaks                                                                                                                | <ul style="list-style-type: none"> <li>Pupils are given the opportunity to withdraw from the classroom, and spend time in a low arousal area, or expel excess energy</li> </ul>                                                                                                                                                                                                                                                                                                                                |

- Children (and particularly those who require additional support as a result of SEMH needs) can access our Sensory Hub to receive additional support (from our SEN teaching assistants) in following school rules and routines. Staff will role model positive behaviours and share appropriate social stories.
- Specialist SEN teaching assistants may be assigned to support learning behaviours in class, and on the playground with a view to increasing the child's independence and capacity to continue without adult support.
- Northlands works closely with external agencies (including Integrated Front Door, Specialist Teaching Service, Children's Social Care) to support a child to feel safe in school.
- Our pastoral lead (Mrs Alford), through Early Help, supports parents to support their children to demonstrate positive behaviours where appropriate.
- Marbles are given to the children who demonstrate the school values. The marbles are added up weekly and the winning children are allowed to go on the MUGA at lunchtime and play a range of exciting games.

### 3. Sanctions:

Teaching staff should focus primarily on positive relationships with the children although there will be occasion where sanctions may need to be used.



# Northlands Primary School

One Community – Many Cultures – Achieving Together

Behaviour policy September 2025

Review September 2026

A level system is used as set out in the table below. All class-rooms will display a child-friendly version of the levels so they are aware of the consequences of their actions.

| Level     | Who is involved                        | What the behaviour might look like:                                                                                                                                                                                                                                                | Sanction:                                                                                                                                                                                                                                                                                                                                                                                                    |  | Possible further actions.                                                                                                                                                                                                           |
|-----------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre level | CT / TA                                | -Initial low-level disruption.<br>-Unintentionally breaking the school rules: <i>Be respectful, Try your best.</i>                                                                                                                                                                 |  <p>All pupils start the lesson on the green. Pupils have a verbal warning if breaking the rules and then move to the yellow. If they do not modify their behaviour, they move to level 1.</p>                                                                                                                              |  | Encourage children to move to the star and earn a marble for the table by demonstrating the school rules.                                                                                                                           |
| 1         | CT/TA                                  | -Moved to yellow space and still not moderating behaviour.                                                                                                                                                                                                                         | -5 minutes of break time lost.                                                                                                                                                                                                                                                                                                                                                                               |  | -Visual cues<br>-Social stories<br>-Signpost pupil to poster to reinforce the rules.<br>-Signpost to class charters.<br>-The '2 o'clock letter.'                                                                                    |
| 2         | CT/TA                                  | -Repeat of level 1<br>-Deliberately breaking one or more of the school rules: <i>Be respectful, Try your best.</i><br>-Abruptness towards staff.                                                                                                                                   | <b>-Logged on CPOMS (from this level forward).</b><br>-Loss of entire break.<br>-T to contact parents at the end of the school day and ask to reinforce expectations at home.                                                                                                                                                                                                                                |  | -Time out of the classroom with TA (somewhere within their own bubble) to reflect on their behaviour.<br>-Non-verbal clues: point to class rule.                                                                                    |
| 3         | CT/TA/<br>Pastoral leader / another CT | -Repeated instances of "2".<br>-Refusal to reengage with the rules.                                                                                                                                                                                                                | -CT to move child to another class teacher to complete their work.<br>-Loss of entire break.<br>-Contact parents as soon as possible and ask to reinforce expectations at home.                                                                                                                                                                                                                              |  | -Consider implementation of <b>behaviour management plan BMP</b> .<br>-Staff will also specify in a discreet conversation with the child as to why the time penalty was given and what the child could do to rectify the behaviour. |
| 4         | CT/DHT/HT                              | -Serious bout of unsafe behaviour (refusal to follow instructions for social distancing or hygiene).<br>-Any use of racist, homophobic, bullying, discriminatory language/behaviour.<br>-Bullying (HT must be informed)<br>-Bad language (swearing).<br>-Continued poor behaviour. | -Sent to DHT/HT to work outside office.<br>-HT/ DHT to contact parents as soon as possible: explain gravity of breach and that the child will be sent home if refusal continues.                                                                                                                                                                                                                             |  | -Provide parents - for remainder of week - with updates on pupil's behaviour.<br>-Parents and pupil offered support with input from Pastoral Lead.                                                                                  |
| 5         | CT/HT                                  | -Repeat of 4 (refusal continues after support/ reasoning given).<br>-Unsafe behaviours : putting themselves / other at risk or damaging school property.                                                                                                                           | -Parents may be asked to immediately collect the child from school: exclusion policy followed.<br>-In this case, a child may be placed in isolation supervised by 2 staff members whilst they await the arrival of their parents.<br>-Loss of all break and lunchtimes the rest of that week.<br>-Internal exclusion will also be an option based on the severity of the situation (at the HT's discretion). |  | -Re-integration meetings with agreements signed by school, parents and child.                                                                                                                                                       |



# Northlands Primary School

One Community – Many Cultures – Achieving Together

Behaviour policy September 2025  
Review September 2026

It is important to note that whilst the following rules apply to all children, Northlands staff will make every effort to explore the reasons that a child may not be following the rules (for example: lack of understanding / over excitement) and work with the child and family to support them to do so. If a child is showing distress due to the changes experienced in school staff will work to reassure the child and contact the family so that they are aware of the situation.

EHCP and some SEND children will be supported by being offered Behaviour Management Plans. Briefly, these will give children planned personalised support to cope with the additional demands of following the school rules and may include: planned time out, coping activities, time outside etc.

## 4. Follow-on work:

At Northlands we expect all incidents to be resolved in a calm and professional manner. We will also ensure that parents/carers are informed of any serious incidents **on the same day** that they have occurred. We ask that parents contact school directly with any concerns about incidents that have happened in school, **not** to approach other children or parents/carers directly on the playground. Any significant incident will also be logged on CPOMS. (an electronic system to support with the secure storage of pupil behaviour data).

It is necessary to keep track of good behaviour and poor conduct of pupils, however once individual incidences are resolved, pupils are given a 'fresh start' therefore pupils can begin each session with the highest of expectations.

It is the responsibility of all staff to monitor the frequency of/ types of incidents in order to modify inappropriate behaviour and provide emotional and behavioural support for those who need it.

Any level 3 or higher behaviour will be logged onto CPOMS. The HT and Pastoral Lead will monitor these termly. When a child accumulates multiple levels in quick succession the HT will deploy the Pastoral Lead to hold a 'Guided Conversation' with the pupil.

If staff identify repeated poor conduct including repeated levels, then action will be taken immediately to address this. This will be carried out alongside the parents/carers who will be expected to support this process in order to reduce their child's risk of suspension (where a child is temporarily removed from school).



# Northlands Primary School

One Community – Many Cultures – Achieving Together

Behaviour policy September 2025

Review September 2026

In this case, the HT or Pastoral Lead will meet with the child and their parents/carers to complete a Behaviour Management Plan. Here, parents and children will have opportunities to share concerns and action plans to reduce the possibility of reoccurring behaviours that could lead to exclusion. The child's performance will then be monitored on a daily basis by the Senior Leader in order to ensure an improvement in behaviour is seen. However, should all agreed actions be in place to enable the child to be successful yet they still breach the Behaviour Policy at any time the following sanctions will be implemented as follows:

1. Half-day internal exclusion.
2. Full-day internal exclusion.
3. Half-day external exclusion.
4. Full-day external exclusion.
5. 5-days external exclusion.
6. Consideration for Permanent Exclusion.

The Senior Leader will ensure parents/carers are informed throughout and meet with parents regularly to monitor the child's progress.

Putting a child on 'BMP' is a measure to reduce their risk of exclusion. The intention is to modify the child's behaviour swiftly so as to ensure they are happy, safe and learn successfully. We would, however, seek to continue the plan if all parties felt it was beneficial to the child's success.

## **5. Physical restraint:**

All school staff are trained in Team Teach restraint techniques and when appropriate serious incidents of poor behaviour are recorded in the 'Bound Book' which is kept securely in the HT's office. Such incidents may be where a child is presenting behaviours that may cause physical or emotional harm to themselves or their peers, or staff, or may be when a child is causing significant damage to school property which could also result in harm to them self. Any child who is at risk of exclusion and/ or requiring such techniques is entitled to a BMP that will be drawn up with parents in consultation with the SENCO.

## **6. Exclusions:**

Northlands is committed to a policy of inclusion. It is expected that parents will actively support the school's approach to behaviour management so that all children are kept in school whenever possible. However, if the child's behaviour is damaging the effectiveness of teaching and learning or is dangerous, then the school may implement either; a fixed term in-school exclusion; a fixed term out of school exclusion; and finally in the most extreme circumstances, a permanent school exclusion. Advice from Warwickshire Local Education Authority will be sought in all cases of permanent exclusion.



# Northlands Primary School

One Community – Many Cultures – Achieving Together

Behaviour policy September 2025

Review September 2026

The school will let you know about an exclusion as soon as possible. We will follow up with a letter telling you how long your child is excluded for and why. In the letter, we will tell parents how to challenge an exclusion if you want to. There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

A suspension is when a child is removed temporarily from school. They can only be removed for up to 45 school days in one school year. If a child has been suspended for a fixed period, the school will set and mark work for the first 5 school days. A permanent exclusion means your child is no longer allowed to attend a school. Your local council must arrange full-time education from the sixth school day.

Any exclusion decision is made by the Head Teacher or Deputy Head Teacher (in the absence of the Head Teacher) who will apply the civil standard of proof i.e. 'on balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' Each case will be thoroughly reviewed on its own merit. Behaviour of pupils outside of school can also be considered grounds for exclusion.

If a child is suspended, parents will receive a letter from the school telling them what to do if you disagree with the exclusion. Parents can ask the school's governing board to overturn the exclusion if either:

- your child has been excluded for more than 5 days
- the exclusion means they'll miss a public exam or national curriculum test

If the exclusion is for 5 days or fewer, you can still ask the governors to hear your views but they cannot overturn the headteacher's decision.

Northlands Primary School recognises that disruptive behaviour can be an indication of unmet needs. Therefore, any pupil giving rise to concern may be referred for a multi-agency assessment. Pupils with additional needs are not exempt from exclusion however, the school will work with the pupil and family to minimise the risk of exclusion. In the case that a pupil with additional needs is excluded, school will keep evidence that they have taken action to minimise the possibility of behaviour escalating. This may be, for example, a BMP, Early Help Meetings or School Interventions including Forest School or Counselling.

In some cases, pupils behaviour and subsequent risk assessments may mean that school has to make the decision, in the best interests of the pupils safety and welfare, to withdraw them from education excursions. In this case, a consultation will take place with parents and children to explain the reason for such a decision.



# Northlands Primary School

One Community – Many Cultures – Achieving Together

Behaviour policy September 2025

Review September 2026

Similarly, there may be occasions where school decides, following a risk assessment, that pupils need to be educated away from their classroom for a fixed term. e.g. spending the day in an alternative classroom or setting in school.

In cases of permanent exclusion, which must be advised to parents in writing, the Chair of the Governing body will be informed, and the governing body's disciplinary panel will be required to ratify the decision. The parent/s or legal guardian of any child being permanently excluded have the right to appeal in writing to the Chair of the Governing body within 14 days of being advised of a permanent exclusion. Only the Headteacher or Deputy Headteacher (in the head teacher's absence) has the authority to exclude a pupil from school for fixed term exclusion.

A decision to permanently exclude a child, or a decision to impose a further fixed term exclusion, when the total number of days being excluded from school for an individual pupil exceeds fifteen school days in one school year, must be taken by the Chair of the Governing body with the consensus of the Governing body disciplinary panel. Any child who is in danger of fixed term or permanent exclusion is entitled to a PSP (Pastoral Support Programme).

Exclusions will be reported to school governors (pupil names will not be shared) giving brief reasons and outlining the duration.

## 7. Level Ladder and Lanyards

|                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Level 1</u></p> <p>Loss of 5 minutes breaktime</p> <ul style="list-style-type: none"> <li>• Low level disruption. Refusal. Breaking school rules.</li> </ul>                                                                                              |
| <p><u>Level 2</u></p> <p>Loss of entire breaktime—Parent conversation at pick up</p> <ul style="list-style-type: none"> <li>• Deliberately breaking school rules and abruptness.</li> </ul>                                                                     |
| <p><u>Level 3</u></p> <p>Another classroom— Loss of entire breaktime—Phone call—Loss of 1/2 free time Friday</p> <ul style="list-style-type: none"> <li>• Refusal to reengage with the school rules.</li> </ul>                                                 |
| <p><u>Level 4</u></p> <p>Sent to DHT/HT—immediate phone call home — Possible internal exclusion— Loss of all free time Friday</p> <ul style="list-style-type: none"> <li>• Serious and unsafe behaviour. Racism, homophobia, bullying. Bad language.</li> </ul> |
| <p><u>Level 5</u></p> <p>Sent to HT— HT immediate phone call home to collect child— Exclusion policy—Isolation—Loss of all break and lunch</p> <ul style="list-style-type: none"> <li>• Repetition of level 4. Serious and unsafe. Weapons.</li> </ul>          |

|                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Level 1</u></p> <p>Loss of 5 minutes breaktime</p> <ul style="list-style-type: none"> <li>• Low level disruption. Refusal. Breaking school rules.</li> </ul>                                                                                              |
| <p><u>Level 2</u></p> <p>Loss of entire breaktime—Parent conversation at pick up</p> <ul style="list-style-type: none"> <li>• Deliberately breaking school rules and abruptness.</li> </ul>                                                                     |
| <p><u>Level 3</u></p> <p>Another classroom— Loss of entire breaktime—Phone call—Loss of 1/2 free time Friday</p> <ul style="list-style-type: none"> <li>• Refusal to reengage with the school rules.</li> </ul>                                                 |
| <p><u>Level 4</u></p> <p>Sent to DHT/HT—immediate phone call home — Possible internal exclusion— Loss of all free time Friday</p> <ul style="list-style-type: none"> <li>• Serious and unsafe behaviour. Racism, homophobia, bullying. Bad language.</li> </ul> |
| <p><u>Level 5</u></p> <p>Sent to HT— HT immediate phone call home to collect child— Exclusion policy—Isolation—Loss of all break and lunch</p> <ul style="list-style-type: none"> <li>• Repetition of level 4. Serious and unsafe. Weapons.</li> </ul>          |

|                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Level 1</u></p> <p>Loss of 5 minutes breaktime</p> <ul style="list-style-type: none"> <li>• Low level disruption. Refusal. Breaking school rules.</li> </ul>                                                                                              |
| <p><u>Level 2</u></p> <p>Loss of entire breaktime—Parent conversation at pick up</p> <ul style="list-style-type: none"> <li>• Deliberately breaking school rules and abruptness.</li> </ul>                                                                     |
| <p><u>Level 3</u></p> <p>Another classroom— Loss of entire breaktime—Phone call—Loss of 1/2 free time Friday</p> <ul style="list-style-type: none"> <li>• Refusal to reengage with the school rules.</li> </ul>                                                 |
| <p><u>Level 4</u></p> <p>Sent to DHT/HT—immediate phone call home — Possible internal exclusion— Loss of all free time Friday</p> <ul style="list-style-type: none"> <li>• Serious and unsafe behaviour. Racism, homophobia, bullying. Bad language.</li> </ul> |
| <p><u>Level 5</u></p> <p>Sent to HT— HT immediate phone call home to collect child— Exclusion policy—Isolation—Loss of all break and lunch</p> <ul style="list-style-type: none"> <li>• Repetition of level 4. Serious and unsafe. Weapons.</li> </ul>          |