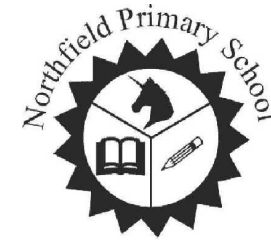
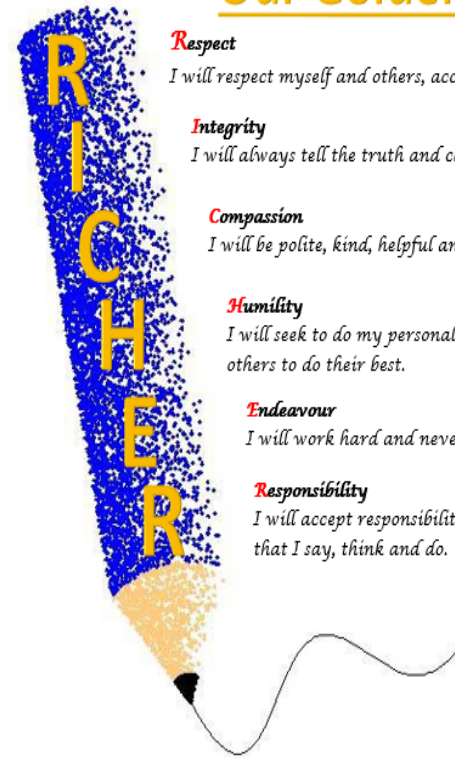


# Northfield Primary & Nursery School



## Our Golden Rules



### **Respect**

*I will respect myself and others, accepting differing opinions and beliefs.*

### **Integrity**

*I will always tell the truth and can be trusted to be honest.*

### **Compassion**

*I will be polite, kind, helpful and co-operative.*

### **Humility**

*I will seek to do my personal best without showing off and encourage others to do their best.*

### **Endeavour**

*I will work hard and never, ever give up.*

### **Responsibility**

*I will accept responsibility for things that I say, think and do.*



***Aim:** To ensure that our school is a place of learning that is safe, secure and a happy place to be for all. This may involve staff, children, parents / carers and the wider community in the process of developing acceptable behaviour.*

### *Principles and expectations*

*At Northfield Primary School, we recognise the role of school in providing a safe and ordered learning environment for all pupils and in educating pupils about appropriate behaviours and social expectations. We therefore set out clear expectations for all pupils which set high standards, and clear steps and consequences where pupils fall short of these expectations. We aim to foster behaviours which are in line with our golden rules, providing an environment in which pupils can demonstrate the skills and values we aim to embed. These values are linked to the British values set out by central government, but aim to offer a broader range of principles. Adhering to these rules will help promote a 'RICHER' learning environment and support pupils in building skills and values for life. For the Northfield way. They are as follows:*

#### ***Respect***

*I will respect myself and others, accepting differing opinions and beliefs.*

### *Conclusion*

*At some time in their school career many children present disruptive or difficult behaviour. If any child continually uses negative behaviour to such an extent that it prevents his/her own development, or when unacceptable conduct disrupts the work or well-being of other members of the school, then it becomes a behaviour problem and must be dealt with accordingly. It is our belief at Northfield that all children have an equal right to the chance of a successful education in a happy and hard working environment and we hope that in following our Golden Rules we are working towards this. It is essential that both the school and parents/carers work together so that we ensure that all the children at Northfield are happy and have every opportunity to achieve.*

*If, after these three “amber alerts” have been issued, there is a subsequent incident which causes concern, then the child will receive a “red stop warning.” This is the final warning prior to a fixed-term exclusion. At each stage parents/carers will be involved to discuss possible ways forward for the pupil, parents/carers and school.*

*Amber/red alerts are counted half-termly. In particularly serious cases, some or all of the steps above may be omitted.*

*Where appropriate, support may be sought from outside agencies.*

*This is not a prescriptive list and the school will deal with all cases on an individual basis.*

### **Bullying**

*Very occasionally incidents of bullying may be brought to our attention and it is our policy at Northfield to investigate these carefully. Parents/Carers will be informed if it is found that their child is involved with bullying and any incidents will be dealt with firmly and promptly.*

*Children should show consideration for others, learn to respect feelings and co-operate with one another. It is important that children respect and value themselves as it is then easier for them to respect others. Children should develop a mutual respect between those of different faiths and beliefs and develop an understanding of what society gains from diversity. Children are also expected to respect the school environment and show care when dealing with their own and other people’s property. Kicking, fighting, name calling and hurting others will not be tolerated. Retaliation is not acceptable as this simply serves to encourage violence. Instead children should inform a member of staff if they have been hurt.*

### **Integrity**

*I will always tell the truth and can be trusted to be honest.*

*Children are expected to show integrity; telling the truth and being honest even when it can be difficult. Emphasis is placed upon the positive aspects of this.*

### **Compassion**

*I will be polite, kind, helpful and co-operative.*

*Children are expected to be polite and considerate to everyone in school. Rudeness or bad manners will not be accepted. Children should show consideration for and co-operate with others.*

## **H**umility

*I will seek to do my personal best without showing off and encourage others to do their best.*

*Children are expected to be the best they can possibly be and support and encourage others to do the same.*

*Children are expected to be modest in their achievements and not to boast or gloat.*

## **E**ndeavour

*I will work hard and never, ever give up.*

*A good working atmosphere is only possible if children are able to listen and concentrate on the task in hand. Emphasis is placed on the importance of children always trying their hardest and persevering even when things are difficult. Making mistakes or getting things wrong is inevitable if children are to have the confidence to try out new ideas. The important thing is that they try to work to the best of their ability.*

## **R**esponsibility

*I will accept responsibility for things that I say, think and do.*

*Children are expected to think carefully about what they say, think and do as this has a big impact on other people and their feelings. We believe it is important that children learn to take responsibility for and accept the consequences of their own actions. Excuses like "----- told me to do it" or "----did it as well" are not acceptable.*

- ◆ *Sitting on a reflective seat (FS/KS1) or being sent to another class.*
- ◆ *Completing a reflective behaviour sheet or writing a sincere letter of apology (KS2)*
- ◆ *Having 'time-out' or 1:1 time during break or lunch time*
- ◆ *If at lunch time, being issued with a behaviour slip, where the adult in the classroom follows up the behaviour with the child and/or parent/carer if needed*
- ◆ *Discussion of the 'ripple' effect when the effects of the behaviour is discussed, not the behaviour itself.*

## **B**ehaviour which causes concern

*Amber/Red alert system*

*Where children fail to change their behaviour or for serious unacceptable behaviour, an 'amber alert' will be issued. An amber alert will be issued if a pupil:*

- ◆ *swears at someone*
- ◆ *physically hurts someone deliberately*
- ◆ *deliberately hurts someone's feelings*
- ◆ *is lying to an adult*
- ◆ *is rude or refuses an adult*
- ◆ *physically hurts an adult*

*The class teacher will discuss the incident with the parent / carer at the end of the school day, phone home or send a letter home.*

*If there is subsequent behaviour of a similar nature, the child will receive a second "amber alert." The class teacher will send a letter home to parents/carers to inform them of the incident and remind them that if there is another incident it will result in a third "amber alert."*

### Sanctions

To eliminate low-level disruption in class such as constant chattering, whispering, not listening etc, a chart is used by all staff. This reinforces appropriate behaviour during lessons and ensures that learning is not disrupted for other children. If a child displays low level-disruption their name is added to the chart. In most cases the behaviour changes after 'the eye' which indicates that the teacher is watching the child. The final consequence on the chart is to move to another class in order for other children to continue learning without disruption.

When children fall short of our behaviour expectations, in the first case, for most incidents of low-level misbehaviour, a verbal or other appropriate non-verbal warning will be calmly given by an adult as a reminder of the behaviour expectations of our school. All children will be treated with respect, even if they are misbehaving. Where this fails to effect a change of behaviour, the formal stages of our behaviour policy will be implemented as follows:

A formal warning is issued with the staff member clearly explaining what they would like the child to change, where the warning does not achieve the desired outcome, a formal consequence is issued. We appreciate that all children learn differently, so the staff member can choose a suitable consequence for the child.

These include:

- ♦ Missing the next break and completing missed work or explaining to another staff member why their behaviour was unacceptable.

### Rewards

In school we feel it is important to put the emphasis upon the positive aspects and to reward those children who behave well. Where appropriate, praise is given and the following list shows some of the ways in which we do this:

- ♦ A word of praise, encouraging smile, sticker or written comment
- ♦ Share good work/behaviour with class, group, other classes, staff or other adults in school.
- ♦ Visit Head Teacher, Deputy Head Teacher for praise.
- ♦ Informing parents/carers via a phone call or a postcard home.
- ♦ Recognition in front of school in Gold Book Assembly, Stars of the Week
- ♦ Care and friendship award each week in Gold Book
- ♦ Bronze, silver and gold awards where Bronze = 10, Silver = 25 and Gold = 50 merits per term
- ♦ Lunchtime Leaders provide e.g. stickers, certificates or raffle tickets
- ♦ F1 and F2 receive stickers and 'Star of the Day'

