



## **Behaviour for Learning Policy**

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|-------------------------------------------|------------------|
| <b>Policy reviewed as fit for purpose</b> | <b>Sept 2026</b> |
| <b>Date of next review:</b>               | <b>Sept 2027</b> |

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## Statement of Intent

At Northwood School, we understand that behaviour is a form of communication. When learners have positive experiences, this creates helpful feelings which leads to valued behaviour. We understand that detrimental behaviour is that which hinders the individual, community or environment. Northwood School is committed to the teaching of behaviour, through restorative practice and logical consequences where necessary. We prioritise the fostering of a positive environment, underpinned by clear and equitable systems, which enables young people to flourish academically and holistically. Our universal systems establish clear and consistent expectations and routines, and we recognise that some learners may require additional support with learning valued behaviour.

## Purpose of this policy

The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes valued and detrimental behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines the rewards that help make the system effective.

*NB: This policy is to be used in conjunction with:*

- *Supplementary Guidance on powers and duties of school staff*
- *Exclusions & Suspensions Policy*

## Procedures

All teaching staff follow the **Behaviour for Learning** approach to teaching. In this way we can be reassured that consistent practice is achieved.

The general principles of Behaviour for Learning are as follows:

- Behaviour for Learning provides a clear and systematic approach to managing the standards of behaviour expected of the students
- Teaching staff strive to develop positive relationships with students
- Teaching staff expect valued behaviour in order to maintain high standards
- Teaching staff are consistent, approachable and proactive
- Teaching staff will involve parents regularly in student learning
- Students are taught the basic routines in order to create a structured and orderly teaching environment and atmosphere
- Instructions are given clearly and teaching staff ensure that all students understand them
- Positive reinforcement is used to encourage learning and excellent behaviour
- Praise, rewards and, where necessary, sanctions are used to motivate students
- The Behaviour Plan is followed in all lessons
- Appropriate adjustments are made for students on a needs-led basis to ensure inclusivity in the policy implementation

## Use of the Behaviour Plan

The Behaviour Plan is followed by all teachers in order to establish a consistent approach to motivating correct student behaviour. It is displayed in every teaching room. It includes rules, rewards and sanctions for our school.

In order to support the use of Behaviour for Learning techniques, we have a detention system which is used throughout Years 7 to 11 [Office Hours for Year 12 & 13]. This system requires students to attend detentions after the school day has finished.

## **Rewards**

The Rewards system plays an important role in motivating students. It also helps to ensure that student achievement is recognised and celebrated. The formal system of RECIPE Points places emphasis on the positive aspects of student performance. Importantly, similar to the behaviour plan, there is a clear and consistent approach used by all staff.

### **Rewards System:**

Northwood has a clear and consistent three-tier approach to providing pupils with precise positive praise.

#### **Tier One: RECIPE Points and Postcards**

At the end of each lessons, staff select a minimum of 3 students from the lesson who have shown RECIPE attributes and tell the whole class **why** they have been selected.

For example, Charlie, I was very impressed by the quality of written work in your book today. You are in the Top 3 for the 'pride' you have shown in your studies.

Teachers can also award highly commended postcards directly to students in their classes who have performed well in a particular area / attribute. These are awarded at the teachers' discretion.

#### **Tier Two: RECIPE Badges**

Students can receive a bronze/silver/gold badge to wear if they receive:

- 150 Points - Bronze
- 200 Points - Silver
- 300 Points - Gold

#### **Tier Three: Headteacher's Commendation**

Students nominated by staff for an individually exceptional piece of work or consistent excellence to meet Mr Shah, discuss this and receive a certificate.

#### **Reasons for awarding RECIPE Points include;**

- Showing Resilience, Engagement, Cooperation, Independence, Pride, Enthusiasm (RECIPE attributes)
- Completion of excellent work relative to the ability of the student
- For service to the school
- Participation in Open Evenings, mentoring students, leading school projects
- For service to the wider community
- Fundraising activities, involvement in community projects
- Attendance and punctuality
- Participating in House events

## Other rewards

- Head of Year Awards
- Jack Petchey Awards
- Department Awards (ongoing)
- Attendance Awards
- Punctuality Awards
- Termly celebration assemblies

These awards are issued on a termly basis. Our 'Annual Awards Evening' celebrates student achievement across all subjects and year groups.

## Choices and consequences hierarchy

**Valued behaviour:** anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

**Detrimental behaviour:** anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

**Pre-implementation** - When detrimental behaviour is observed, staff should **be curious** about what may be driving it. For example, is the behaviour due to: unmet need, difficulty in accessing the work, task avoidance, sensory needs, emotional needs. This initial curiosity is to support staff in determining the course of action most appropriate for the student.

1. Initially address misconduct using the "non-sanctioning" techniques to direct to 'valued' behaviour
  - Clear short message – "I need you to..."
  - Stand or sit close to the student
  - Calm, neutral tone of voice
  - Eye contact if appropriate
  - Avoid comparisons
  - Avoid use of words such as "don't", "shouldn't" etc.
  - Use redirection techniques (eg the pause, the look)
  - Physical proximity/position in the room
  - Proximity praise
  - Move in / move out for a quiet pep talk
  - Stay calm, assured
  - Emphasise choice
2. Next, address misconduct via the "sanctions hierarchy" below to get the desired result.

## Sanctions hierarchy - consequences of poor behaviour in the classroom

### First formal warning of consequence of making a wrong choice

- a) Student will be encouraged to make the right choice
- b) Teacher notes name on whiteboard

### Second formal warning for making a wrong choice

- a) Student may be repositioned in the classroom
- b) Teacher notes name on whiteboard
- c) After the lesson, teacher records on BromCom (40 min HOD sanction)

### Third formal warning for making a wrong choice

- Student will be removed from the lesson by a member of On-Call team
- Student will work in supervised isolation
- After the lesson, teacher records on BromCom (60 min LG sanction) and contacts parent/carer

*Note: Students may be kept briefly at the end of lesson / end of day to discuss ways of getting it right. Detentions are sometimes held at break/lunch/after school and are issued by the teacher/Head of Department/Head of Year/Assistant Headteacher/Deputy Headteacher/Headteacher.*

*Any incidents of misbehaviour during a detention will be escalated accordingly. This may result in internal or external suspension.*

*In incidents of severe misbehaviour (eg. swearing at staff, fighting, significant disruption to learning, dangerous behaviour), the student will be automatically removed from the lesson by a member of the on-call team. The student is then supervised by staff member and an appropriate sanction is applied. Parents/carers are also informed.*

*If a student is removed twice from the same class, a restorative conversation will be facilitated between the student and teacher to i) understand how behaviour escalated and ii) agree a plan for the next lesson*

### **Implementing Consequences**

When implementing sanctions, it is vital to:

- Be consistent
- Be calm and explain what the procedure is

### **Detention System**

- Failure to attend a HOD or HOY sanction, results in 60 min LG sanction
- Failure to attend LG sanction results in 1-day Internal Fixed Term Suspension.

### **Reasons for Fixed Term Suspensions**

- Two call outs in the same day = External Fixed Term Suspension (1 day)
- Two call outs in the same week = Internal Fixed Term Suspension (1 day)
- Persistent or significant disruption to learning
- Swearing at staff
- Fighting/violent behaviour
- HOY/LG concerns
- Severe bullying (e.g. cyber bullying, homophobic bullying)

*In all cases, a reintegration meeting with parent/carer is set up before the student returns to lesson. These meetings provide an opportunity to put additional support in place for student.*

**Suspensions** will normally be for one day. In relation to more serious incidents, more time may be required for further investigation (e.g. involvement of our Safer Schools Police Officer). In this situation, work will be provided for the student to complete at home.

### **Internal Room**

Students who are removed from a lesson work under the supervision of Pastoral Staff. Appropriate work is provided. Students return to their next lesson (if appropriate) and 60 min LG sanction is applied.

### **Note:**

Incidents in lessons should be dealt with by the subject teacher or referred to the **HOD**.

Incidents at break, lunchtime, before or after school should be referred to **HOYs** who should also deal with issues of:

- Truancy
- Fighting
- Abuse of another student (verbal, physical, racial, sexual, and homophobic)
- Damage to property
- Repeatedly failing to attend a detention

Certain issues should be referred directly to LG Pastoral namely:

- Smoking or drug issues
- Defiance of HOY or HOD
- Abuse of a teacher (verbal, physical, racial or sexual) or a threat of actual physical violence to a member of staff

### **Use of mobile phones**

Any student who uses a mobile phone without permission, or whose mobile phone goes off in school, will have it confiscated by the member of staff. The phone will not be returned until a parent/carer collects from the school. A sanction of 60 minutes will also be applied. The school follows a 'See it, hear it, take it' protocol.

From September 2026, students entering Year 7 will not be permitted to bring smartphones to school.

### **Banned Items**

The following items are banned from school.

- Fizzy drinks / energy drinks
- Large quantities of chocolate, sweets, crisps or biscuits
- Chewing gum
- Scissors
- Compass
- Make up
- Aerosols / perfume
- Glass bottles
- Smart watches
- Hoodies
- Handbags / shoulder bags

Such items will be confiscated and sanctions applied (40 min HOY).

Some banned items have more serious consequences. These include;

- Knives (of any kind).
  - Includes penknives and crafting knives/crafting blades
- Multi tools
  - For example, tools that might be used in wider settings like camping, scouts
- Vapes / e cigarettes / cigarettes

Such items will be confiscated and more severe sanctions will be applied (eg external suspension).

- Safer Schools police team will be informed.

Wider professionals may attend reintegration meetings with parents/carers. Referrals to wider support

agencies may need to be made (eg Stronger Families Team at Local Authority)

## Inclusion

At Northwood, we recognise that:

- teaching of behaviour should be understood by all
- valued behaviour can look different across our student community
- consideration should be given to students who have obstacles to achieving valued behaviour (i.e. SEND, SLCN, EAL, deprivation, PP/LAC)
- consequences may require reasonable adjustment depending on the pupil's needs
- Examples of reasonable adjustments include but are not limited to: pre-warnings, adapted length, duration or location of sanctions, restorative practice to re-teach valued behaviour
- Different levels of targeted support (as outlined below) help ensure all students feel included and are set up for success.

| Targeted Support                                    |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level                                               | Aim                                                               | Example Interventions / Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Universal</b><br>(Behaviour Curriculum)          | Teaching and reinforcing valued behaviours for all pupils         | <ul style="list-style-type: none"> <li>• Clear behaviour curriculum taught in form time (routines, respect, transitions)</li> <li>• Consistent classroom routines (entry, equipment, silent start)</li> <li>• Positive recognition systems (RECIPE, praise postcards, achievement assemblies)</li> <li>• Restorative conversations following incidents</li> <li>• Tutor monitoring of behaviour points</li> <li>• PSHE lessons on emotional regulation and relationships</li> <li>• Whole-school expectations explicitly taught (corridors, lunch, transitions)</li> </ul> |
| <b>Universal Plus</b><br>(Behaviour Policy Applied) | Additional monitoring and support when behaviour begins to emerge | <ul style="list-style-type: none"> <li>• Form tutor behaviour report card (daily or weekly)</li> <li>• Form tutor check-ins</li> <li>• Short-term behaviour targets</li> <li>• Phone call home or parent email</li> <li>• Seat changes or classroom adjustments</li> <li>• Detention with reflective conversation</li> <li>• Pastoral team monitoring behaviour logs</li> <li>• Re-teaching expectations after incidents</li> </ul>                                                                                                                                        |
| <b>Targeted</b> (Early Prognosis)                   | Understanding causes and beginning structured support             | <ul style="list-style-type: none"> <li>• Head of Year mentoring programme</li> <li>• Pastoral support plan (PSP)</li> <li>• Parent meeting with HOY / pastoral lead</li> <li>• Behaviour tracking report (2–4 weeks)</li> <li>• Student voice meeting (understanding triggers)</li> <li>• Restorative meeting between pupil and staff</li> <li>• Small group social skills intervention</li> <li>• Emotional regulation groups</li> <li>• Time-limited access to safe space or pastoral base</li> </ul>                                                                    |

|                                                      |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Targeted Plus</b><br>(Predict, Prevent, Progress) | Detailed analysis and structured intervention planning | <ul style="list-style-type: none"> <li>• Individual behaviour support plan</li> <li>• Predict–Prevent–Progress plan</li> <li>• Risk assessment for dysregulation</li> <li>• Key adult / key worker check-in system</li> <li>• Daily mentoring or check-in/check-out</li> <li>• Reduced timetable or supported timetable transitions</li> <li>• Alternative provision for specific subjects</li> <li>• Multi-agency involvement (CAMHS, Early Help, behaviour outreach)</li> <li>• Functional behaviour analysis</li> <li>• Protective consequences identified (e.g., escorted movement, modified break)</li> </ul> |
| <b>Specialist</b><br>(Therapeutic Plan)              | Intensive support and multi-agency intervention        | <ul style="list-style-type: none"> <li>• Therapeutic behaviour plan</li> <li>• SEND referral and EHCP assessment</li> <li>• Educational Psychologist involvement</li> <li>• CAMHS / mental health practitioner intervention</li> <li>• Behaviour outreach or specialist teacher support</li> <li>• Alternative provision placement</li> <li>• Part-time placement in specialist unit / nurture provision</li> <li>• Team Around the Child meetings</li> <li>• Managed move</li> <li>• Specialist placement consultation</li> </ul>                                                                                 |

## Whole School Behaviour Management & Support Systems [How reports work]

| Strategies                                                                                                                                                                                                      | Outcome/Impact                                                                                                                                                                                                                                                                                                                       | Staff involved                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Form Tutor Report</li> </ul>                                                                                                                                             | <p style="text-align: center;">Progress/Behaviour Meeting</p> <ul style="list-style-type: none"> <li>- Student put on form tutor report</li> <li>- Student put on subject report</li> <li>- Student has report book with clear targets</li> <li>- Weekly review by form tutor*</li> </ul>                                            | <p>Form tutors<br/>Teachers<br/>HOY</p>                         |
| <ul style="list-style-type: none"> <li>IBP/IEP setup</li> </ul> <p>(Individual Behaviour Plan, Individual Educational Plan)</p> <p>Includes SEN data review, external agency intervention, internal support</p> | <p style="text-align: center;">IBP/IEP Targets Meeting</p> <ul style="list-style-type: none"> <li>- Student put on IBP or IEP</li> <li>- HoY / SPL / LG Report</li> <li>- Student has report book with clear targets to improve</li> <li>- 6-week period</li> <li>- 2-week review meeting</li> </ul>                                 | <p>Parent<br/>Student<br/>Form tutor<br/>HOY<br/>SPL<br/>LG</p> |
| <ul style="list-style-type: none"> <li>PSP</li> </ul> <p>(Pastoral Support Plan)</p>                                                                                                                            | <p style="text-align: center;">PSP Targets Meeting</p> <ul style="list-style-type: none"> <li>- Student put on PSP</li> <li>- 12-week period</li> <li>- External agencies involved (school counsellor, educational psychologist, Early Intervention Team, external / internal mentor, community ward police officer etc.)</li> </ul> | <p>Parent<br/>Student<br/>Form tutor<br/>SPL<br/>LG</p>         |
| <ul style="list-style-type: none"> <li>Alternative Provision</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>-Alternative Provision Sought</li> <li>-External agencies could be involved</li> </ul>                                                                                                                                                                                                        | <p>Parent<br/>Student<br/>LG</p>                                |
| <ul style="list-style-type: none"> <li>Permanent Exclusion**</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>- Refer to Exclusion &amp; Suspensions Policy</li> <li>- Review steps / evidence</li> <li>- Make decision</li> </ul>                                                                                                                                                                          | <p>LG Pastoral<br/>HT<br/>Governors</p>                         |

*\*Review meetings will decide whether the student (a) comes off report, (b) continues on current report or (c) moves to the next level of report.*

*\*\*Permanent Exclusion can be the result of a severe breach of our school's rules or Behaviour for Learning Policy or persistent breach of school rules. Each incident is investigated on an individual basis. The Headteacher will make the final decision regarding permanent exclusion.<sup>1</sup>*

<sup>1</sup> <https://www.gov.uk/government/publications/school-exclusion>

## Appendix 1

- A. Behaviour for Learning: Supplementary Guidance on powers and duties of school staff
- B. Definitions
- C. Staff training
- D. Roles & Responsibilities
- E. Unicef Rights Respecting School
- F. Behaviour Curriculum (example)

### Appendix 1A

#### **Behaviour for Learning: Supplementary Guidance on powers and duties of school staff** *(To be used in conjunction with the Behaviour for Learning Policy)*

1. In line with current legislation, Northwood's Behaviour for Learning Policy sets out measures which:
  - Promote good behaviour, self-discipline and respect
  - Prevent bullying
  - Ensure that pupils complete assigned work
  - Regulate the conduct of pupils<sup>2</sup>
2. When deciding what these measures should be, we take into account national guidelines in relation to:
  - Screening and searching pupils
  - The power to discipline beyond the school gate
  - Working with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
  - Pastoral care for staff accused of misconduct
3. We publicise our Behaviour for Learning Policy, in writing, to staff, parents/carers and pupils on our website
4. The standard of behaviour expected of all pupils is included in the school's Home-School Agreement which parents and pupils sign prior to admission
5. We have a legal duty under the Equality Act 2010, to ensure effective safeguarding systems are in place
6. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction<sup>3</sup>
7. Teachers can discipline pupils when the pupil is in school or elsewhere under the charge of a teacher, including school visits
8. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school (see below)

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<sup>2</sup> Section 89 (1) of the Education and Inspections Act 2006

<sup>3</sup> Section 90 and 91 of the Education and Inspections Act 2006

9. Teachers have the power to impose detention outside school hours
10. Teachers can confiscate a pupil's property
11. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil
12. As per section 91 of the Education and Inspections Act 2006, sanctions applied are reasonable and appropriate and take into account the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them. Multi agency assessment and intervention is applied as necessary.

### **Pupils' conduct outside the school gates – Teachers' powers:**

Teachers have the power to discipline pupils for misbehaving outside of the school premises.

Subject to the Behaviour Policy, teachers may discipline pupils for misbehaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all of these circumstances the school will also consider whether it is appropriate to notify the police (community ward police Officer) or other external agency of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow our safeguarding policy.

### **Detentions**

- Teachers have a power to issue detention to pupils
- Pupils and parents are aware that we use detentions (including detention outside of school hours) as a sanction
- Parental consent is not required for detentions
- With lunchtime detentions, students are allowed reasonable time for the pupil to eat, drink and use the toilet

The following points must be considered when staff issue a detention outside school hours:

- Whether the detention is likely to put the pupil at risk (e.g. when travelling home)
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents ought to be informed of the detention.

*NB: In many cases it will be necessary to inform parents, but this will depend on the*

*circumstances. For instance, notice may not be necessary for a short after school detention (e.g. 10 –15 minutes) where the pupil can get home safely*

- Whether suitable travel arrangements can be made by the parent for the pupil

*NB: It does not matter if making these arrangements is inconvenient for the parent*

### **Confiscation of inappropriate items**

There are two sets of legal provisions which enable our school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects the school from liability for damage to, or loss of, any confiscated items provided they have acted lawfully<sup>4</sup>.
2. **Power to search without consent** for prohibited items<sup>5</sup> including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - vapes
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - extremist material
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
  - any item banned by the school rules

*NB: Weapons, knives and extreme or child pornography will be handed over to the police*

3. **Power to use reasonable force**
  - Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom
  - Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm
  - Separate advice is available to staff through links below

## **Appendix 1B : Legislation**

### **Legislative links/Associated Resources**

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)

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<sup>4</sup>Section 94 of the Education and Inspections Act 2006

<sup>5</sup>Section 550ZA (3) of the Education Act 1996

- 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
- Restrictive interventions, including the 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

#### **Links with other Policies**

- Exclusion Policy
- Uniform Policy
- Inclusion Policy Statement

#### **Appendix 1C : Definitions**

**Behaviour:** anything that individuals say and do.

**Valued behaviour:** anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

**Detrimental behaviour:** anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

**Dangerous behaviour:** a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

**Being Therapeutic:** An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

**Discrimination:** any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

**Protected characteristics:** as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

**Bullying:** the repetitive, intentional harming of one person or group by another person or group, where the

relationship involves an imbalance of power.

**Abuse:** a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

**Special educational need (SEN):** a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

**Protective consequences:** necessary measures to reduce the risk of harm. Protective consequences may limit freedoms (guided by risk assessment).

**Educational consequences:** the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

## **Appendix 1D : Staff training**

Induction for new staff will include training on:

- Behaviour policy
- Therapeutic thinking and the language used
- Inclusion

Further CPD opportunities will be offered throughout the year during whole school CPD sessions, as well as individualised such as through the use of coaching where required.

## **Appendix 1E: Roles & Responsibilities**

### ***The governing board***

The governing board is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
  - Significant incident involving force
  - Seclusion incident
  - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
  - o If approaches have been used for some time but haven't been effective
  - o If there is any disproportionate use of restrictive interventions, including in

### ***The headteacher***

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of

restrictive interventions is provided for staff who need it, based on our school's individual context and needs

- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

### ***All staff***

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

### ***Designated safeguarding lead (DSL)***

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

### ***Special educational needs co-ordinator (SENCO)***

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies

- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any pupil with SEND
- Providing advice and support on the application of this policy for pupils with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

## **Appendix 1F : UNICEF Rights' Respecting School**

The delivery of the Behaviour for Learning Policy relates to the United Nations Convention on the Rights of the Child (UNCRC). We are a UNICEF Rights' Respecting School. We are committed to supporting pupils' rights through the implementation of a fair, inclusive and restorative approach to behaviour, relationships and wellbeing.

The Behaviour for Learning Policy contributes to the school's commitment to creating a safe, inclusive and rights-respecting environment in which all children are valued, listened to and supported to flourish academically, socially and emotionally. Through clear expectations, positive relationships, restorative practice and appropriate support, the policy helps pupils to feel safe, respected and able to engage positively in school life.

The implementation of the Behaviour for Learning Policy particularly supports the following articles of the UNCRC:

- Article 2 – the right to non-discrimination
- Article 3 – the best interests of the child
- Article 12 – the right to be heard
- Article 19 – the right to protection from abuse, violence and neglect
- Article 23 – the rights of children with disabilities to support and inclusion
- Article 28 – the right to education
- Article 29 – education that develops respect, responsibility and understanding
- Article 37 – protection from cruel, inhuman or degrading treatment or punishment

Through the Behaviour for Learning Policy, pupils are supported to understand their rights and responsibilities, develop self-regulation and positive relationships, celebrate diversity, and contribute positively to a safe and respectful school community.

The policy also recognises that behaviour is a form of communication and ensures that support, reasonable adjustments and restorative approaches are used to help pupils succeed.

The delivery of the Behaviour for Learning Policy also supports the principles of the UNICEF UK Rights Respecting Schools Award by promoting pupil voice, inclusion, wellbeing, dignity, equality, participation, safeguarding and mutual respect across the school community.

## **Appendix 1F : Behaviour Curriculum [Example]**

## The Northwood Way – Behaviour Curriculum



*At Northwood, we believe that learning extends beyond academic subjects. Just as students are taught English, Maths and Science, they should also be taught the behaviours that help them succeed in school and beyond. The Behaviour Curriculum makes these expectations explicit, giving every student the opportunity to learn, practise and develop the habits that will help them flourish as learners, members of our community and future citizens.*

| RECIPE            | Learning                                                                                                                                                                                                                                                                                                                                                                                                                   | Community                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Resilience</b> | <ul style="list-style-type: none"> <li>Attempt every task before asking for help.</li> <li>Persevere when learning becomes challenging.</li> <li>Accept feedback and use it to improve your work.</li> <li>Respond calmly when things do not go your way.</li> <li>Reflect on mistakes and identify what you will do differently next time.</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Accept responsibility for your actions.</li> <li>Apologise sincerely when you make a mistake.</li> <li>Repair relationships after disagreements.</li> <li>Accept consequences without arguing.</li> <li>Respond respectfully when challenged by staff.</li> </ul>                                                                                                                                                                           |
| <b>Engagement</b> | <ul style="list-style-type: none"> <li>Arrive on time, equipped and ready to learn.</li> <li>Track the speaker.</li> <li>Listen actively without interrupting.</li> <li>Follow instructions the first time they are given.</li> <li>Use fidget tools only when agreed and below the desk.</li> <li>Complete every task to the best of your ability.</li> <li>Share your ideas and answer questions confidently.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to staff instructions immediately.</li> <li>Move promptly between lessons.</li> <li>Attend assemblies respectfully.</li> <li>Participate positively in trips, enrichment and wider school opportunities.</li> <li>Engage with visitors and guest speakers respectfully.</li> <li>Follow instructions promptly during fire drills &amp; other whole school events.</li> <li>Queue patiently and respectfully when waiting.</li> </ul> |

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|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cooperation</b>  | <ul style="list-style-type: none"> <li>• Share resources fairly.</li> <li>• Take turns when speaking.</li> <li>• Listen to others without interrupting.</li> <li>• Include everyone in group activities.</li> <li>• Support your classmates appropriately.</li> <li>• Speak respectfully, even when you disagree.</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>• Walk on the left hand side of corridors and staircases.</li> <li>• Walk calmly at all times.</li> <li>• Keep your hands and feet to yourself.</li> <li>• Line up single file outside classrooms.</li> <li>• Queue in pairs in the canteen queue</li> <li>• Hold doors open for others.</li> <li>• Allow visitors, staff and adults through doors first where appropriate.</li> <li>• Knock before entering rooms and wait to be invited in.</li> <li>• Use polite language including "please", "thank you" and "excuse me".</li> </ul> |
| <b>Independence</b> | <ul style="list-style-type: none"> <li>• Arrive prepared with the correct equipment and resources.</li> <li>• Organise your learning by checking Bromcom, Satchel One and Google Classroom every day.</li> <li>• Attempt work before asking for help.</li> <li>• Manage your time by starting work promptly and meeting deadlines.</li> <li>• Complete homework on time.</li> <li>• Take responsibility for catching up on missed learning following absence.</li> </ul> | <ul style="list-style-type: none"> <li>• Arrive punctually to school and every lesson</li> <li>• Move directly to your next lesson.</li> <li>• Apologise and explain if you are late.</li> <li>• Follow routines without needing reminders.</li> <li>• Return borrowed equipment promptly.</li> <li>• Take responsibility for your own belongings.</li> <li>• Make sensible choices when working independently or unsupervised.</li> <li>• </li> <li>• </li> </ul>                                                                                                              |
| <b>Pride</b>        | <ul style="list-style-type: none"> <li>• Present your work neatly and to the best of your ability.</li> <li>• Look after books, equipment and learning resources.</li> <li>• Push in your chair before leaving.</li> <li>• Leave the classroom cleaner than you found it.</li> <li>• Respect classroom displays and learning environments.</li> <li>• Value your own learning and the learning of others.</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• Wear your uniform correctly and with pride.</li> <li>• Pick up litter, even if it isn't yours.</li> <li>• Put rubbish in the nearest bin.</li> <li>• Care for shared spaces, including toilets, corridors, the canteen and outdoor areas.</li> <li>• Report damage, graffiti or unsafe conditions to a member of staff.</li> <li>• Represent Northwood positively on your journey to and from school, on educational visits and in the wider community.</li> </ul>                                                                     |

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| <b>Enthusiasm</b> | <ul style="list-style-type: none"> <li>• Volunteer answers and ideas.</li> <li>• Ask questions when you are unsure.</li> <li>• Try new approaches before saying "I can't".</li> <li>• Celebrate the achievements of others.</li> <li>• Encourage classmates by recognising effort as well as success.</li> <li>• Participate fully in every lesson.</li> </ul> | <ul style="list-style-type: none"> <li>• Join clubs, teams and enrichment activities.</li> <li>• Volunteer for leadership opportunities.</li> <li>• Support school events positively.</li> <li>• Welcome new members of the Northwood community.</li> <li>• Encourage others to get involved.</li> <li>• Represent Northwood with energy, commitment and pride.</li> </ul> |
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