

Northhill Church of England Academy



Behaviour and Discipline Policy

November 2025

**‘You will shine among them like stars in the sky!’
(Philippians 2:15)**

It is our belief that our school should be a happy, calm and secure place for all and that in order to ensure a positive learning experience, acceptable behaviour must be demonstrated in all aspects of school life. We pursue a positive approach to good behaviour, teaching our children the behaviours we wish to see, encouraging children to conduct themselves in a responsible manner and to care about the needs and rights of others.

The school rules of ‘Be Ready, Be Respectful, Be Safe’ are shared and understood by all in the school. There is a consistent approach to behaviour management that the children are aware of. A key element of our approach is fostering and developing positive relationships with our parents, and working collaboratively to support children and families to thrive.

Aims of this Policy:

- Provide a calm, safe environment in which all children can achieve their best
- Promote the values and ethos of our Church School
- Raise and support children’s self-esteem, sense of self-worth and resilience, helping them to have confidence in themselves
- Recognise that each child is an individual with their own needs
- Help children to become aware of their own needs and the needs of others
- Promote respectful and thoughtful behaviour between members of the school community
- Promote independent self-discipline in our children and encourage them to accept responsibility for their own behaviour
- Teach children the skills, values and attitudes needed to achieve and maintain positive behaviour
- Develop an understanding of the important role everyone has to play in the smooth running of the school
- Employ a consistent approach to behaviour throughout the school
- Involve parents and carers in celebrating the good behaviour of their children

- Develop an understanding of the importance of school values in our lives and why they need adhering to
- Positively involve children, staff, parents and carers in the common purpose and direction
- Have behaviour plans in place for specific children

Encouraging good behaviour

We believe that highlighting and rewarding positive behaviour gives children a model to aspire to and learn from. Recognising positive and appropriate behaviour lies at the heart of behaviour management practice. We recognise children who demonstrate positive behaviour in the following ways:

- Day to day staff praise, in lessons, during play and free time and as part of wider school experiences
- Dojo Points are awarded to children for living our values, showing kindness and respect, supporting others when needed and for displaying good manners.
- Weekly Celebration Worship, includes children being honoured for living our Values and for excellence.
- Lunchtime staff reward children for positive behaviour, kindness and for following school rules

School Values

Our school follows a programme of Values Education, which focuses on Christian and British Values. There are a series of six core values which are linked to our Learning Powers and the 3 School Rules of 'Be Ready, Be Respectful, Be Safe'. Our values are a focus of all worships, and are included in PHSE lessons and the wider curriculum to support a well embedded whole school approach.

Our values are used to support children to make good choices, resolve conflict and as part of the restorative approach to behaviour management at Northill CE Academy.

School Rules

Our school rules are extremely important and are linked to all we do at Northill CE Academy. The three rules of, 'Be Ready, Be Respectful, Be Safe' link to our Learning Powers and the work we do on Growth Mindset to support our children to develop self-control, resilience and the ability to take responsibility for their own actions.

These rules are consistent across the school, through all aspects of school life and are shared by all members of our school community.

Consequences

Visible consistency is at the heart of our behaviour management strategy. There are clear rules and consequences to be followed and all staff will take a consistent approach to supporting and managing children with their behaviour.

All children are aware of the consequences of breaking the school rules. The procedures are used by all school staff on a consistent basis.

Consequences Flow Chart

(Not Lunchtimes)

If a behaviour is judged to involve violence or abuse toward a peer or staff member the child will be given an immediate consequence

Reminder/Time out

Quietly speak to the child, and say what the behaviour is that you would like to see. Remind them that you know they can do it and refer to previous good behaviour. If the teacher believes that it would benefit the child they will be given a time out (reset) opportunity to give them a change to be ready to learn.

Time off break or lunchtime

If behaviour is repeated, explain that they will need to talk to you at break or lunchtime. Remind them that if behaviour occurs again, they will be working in another classroom. This time will be a maximum of 5 minutes at break and 10 minutes at lunch. The time will be outside so the child still gets their snack at lunch and any missed minutes at lunch will be after a child has eaten.

Caution

If behaviour is repeated – quietly explain to the child that they really need to think about their choices, explain that they will need to talk to you at break time or lunchtime if the behaviour does not change. Remind them that you know they can do it and refer to previously good behaviour.

Time in another classroom

If behaviour is repeated – the child is removed to another classroom for a period of time. (This will be for a maximum of 15 minutes and work will be sent with them to be completed).

Record on Arbor

****Phone call to parents****

Reflection

A discussion with the child needed to help them reflect on their behaviour. This should be held by the member of staff who removed the child from the classroom. Questions will be asked to encourage the child to reflect on the incident.

Consequences Flow Chart

Breaktimes /
Lunchtimes

Reminder

Quietly speak to the child, and say what the behaviour is that you would like to see. Remain calm and unemotional.

If a behaviour is judged to involve violence or abuse towards a peer or staff member the child will be given an immediate consequence

Missed Time

If behaviour is repeated, child will stand by you for a maximum of five minutes.
Inform child that if behaviour is repeated they will be removed from the playground.

Caution

If behaviour is repeated – quietly explain to the child that they really need to think about their choices. Warn them that if repeated, they will need to stay with you for a maximum of five minutes.

Removal from Playground

If behaviour is repeated – the relevant class teacher/senior leader will be sent for to remove the child from the playground.

Record on Arbor

Phone class home to parents

Reflection

At the end of lunchtime, the lunchtime supervisor will speak to the child with the Phase Leader present using the restorative questions.

Suggestions for restorative questions:

Questions will be asked to encourage the child to reflect on the incident. Questions chosen will depend on the age of the child, but may include:

What happened?

What were you thinking at the time? (encourages reflection)

How did this make people feel? (Impact of their behaviour)

Who has been affected? (child to see bigger picture)

How have they been affected?

What shall we do to put things right?

How can we do things differently in the future?

If a child is removed from class or the playground this will be recorded on our internal system Arbor.

If the negative behaviour involves bullying, racist, sexist or homophobic remarks this will be recorded on Arbor and parents will be informed of the incident and the consequences of the behaviour.

Bullying Definition:

At Northill CE Academy we use the 'Anti-Bullying Alliance; definition of bullying, which has 4 key elements: hurtful, repetition, power imbalance, intentional.

Our agreed definition is: 'The repetitive intentional hurting of one person or group by another person or group, where the relationship involves the imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.'

Serious Violations:

Behaviour	Sanction	Other actions
• Deliberately harming another person – physically or emotionally • Deliberately damaging property • Leaving class without permission • Attempting to leave school property • Continuous refusal to comply • Repeated / Serious swearing • Repeated verbal or emotional abuse (bullying) • Harmful or offensive racist, sexist or homophobic language.	Referral to Senior Teacher or Head teacher Fixed Term internal suspension (will include break times or lunchtimes) Phone call home to parents followed by letter.	Parent / Carer meeting. Behaviour plan implemented if not already in place Behaviour to be logged on Arbor Outside agencies contacted as necessary.
• If behaviours above are repeated or behaviour is deemed serious enough by EHT/HOS.	Referral to Headteacher Fixed Term suspension, in line with DfE/Trust guidance.	Parent/Carer meeting Re-integrations meeting with Parents/Carers when child returns to school.

If EHT/HOS does not feel they can keep the staff, child or other children safe.	Formal Suspension letter to be given to Parents.	SENDCo involvement / External agencies where required. Suspension reported to Local Authority.
- Extreme violence, or emotional abuse, demonstrating intent towards peers or adults - Very serious challenges to authority - Repeatedly leaving school grounds - If EHT/HOS does not feel that they can keep the staff, child or other children safe.	Referral to Headteacher Permanent Exclusion in line with DfE / Trust Guidance.	Central Bedfordshire / Trust Exclusions policy and processes to be followed. Suspension / Exclusion reported to Local Authority

How we support staff in the application of this policy:

- All staff have a responsibility to support each other when dealing with behaviour issues
- No member of staff should feel isolated when dealing with behaviour issues
- Staff should seek advice from SENDco or senior leaders where required
- Weekly feedback available at staff meetings as appropriate, where staff can share successes, ideas and concerns
- Staff memos to be issued via email to share information where required
- Minuted meetings with lunchtime supervisors to discuss ideas and concerns.

Senior Leadership Responsibilities:

- To implement the policy
- To empower staff to be able to implement the policy through regular training
- To monitor and review its effectiveness
- To ensure that the policy is applied effectively and consistently
- To ensure that parents and carers are aware of the school behaviour and discipline policy, school rules and the expectations shared through the vision, values and Christian ethos of the school
- To ensure that suspensions and exclusions, where required are managed in line with Trust and DfE guidance

Wider staff responsibilities:

- The class teacher has responsibility for the discipline of children in their class.
- Support staff are responsible for assisting the class teacher with discipline
- All staff are responsible for the discipline of children around the school
- All staff are expected to be good role models for children
- All staff are responsible for ensuring they use a consistent approach to behaviour management
- The lunchtime supervisors have responsibility for discipline during the lunchtime period overseen by the Phase Leaders in the first instance and more widely by SLT where required.

Local Governing Board responsibilities:

The LGB is responsible for monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation on behalf of the Trust.

Trust Board responsibilities:

The legal responsibility for the discipline of the school lies with the Trust board who have delegated their day to day responsibilities to the Headteacher.

Parent and Carer responsibilities:

We expect parents and carers to work alongside us in partnership to support their children to understand and be aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all, we regard it the responsibility of parents / carers, as well as staff, to foster good relations between home and school. We require all parents to have due regard for and sign our Home/ School Agreement.

Children with additional needs:

The school recognises its duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the child. Where necessary, support and advice will be sought from specialist teachers, our school SENDCo and /or External professionals. Where acute needs are identified, we will work with external agencies and parents/carers to plan specific support programmes for the child.

Sometimes children require a tailor-made programme of targets and a system of rewards and sanctions personal to them.

- These children will be given a Behaviour Support Plan
- Parents/Carers will work with the school to formulate the programme
- The school, as stated above, will work with external agencies to support the child as necessary
- A risk assessment may be required to ensure the safety of children and staff, if this is deemed necessary, it will be completed using advice from external agencies where required.

Conclusion:

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect behaviour has on other people and the importance of a strong value system and a code of conduct in our society.

Related Documents:

Special Educational Needs and Disabilities Policy

Safeguarding and Child Protection Policy

Anti-Bullying Policy

Suspensions and Exclusions Policy

Home / School Agreement

Policy Review

This policy will be reviewed on an annual basis, one year from the date of publication.