Northgate Behaviour for Learning Policy

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1	11/09/26	Katie Penny	DfE's January 2026 guidance states that all schools should be mobile-free environments. This policy now makes explicit reference to include mobile phone rules in line with guidance.

Behaviour for Learning Policy

Contents

1.Ethos 2
2.Rationale 2
3.Aims 3
4. Legislation, statutory requirements and statutory guidance 3
5. Bullying 3
6. Roles and responsibilities 3
7. School Behaviour 4
8.Responding to behaviour 5
9. Serious sanctions 10
9.1 Removal from classrooms 10
9.2 Suspension and permanent exclusion 11
10. Responding to misbehaviour from pupils with SEND 12
11. Pupil transition 13
12. Training 13
13. Monitoring arrangements 13
14. Links with other policies 14

1.Ethos

At Northgate we are committed to promoting an ethos which encourages relationships based on mutual trust and respect; as a result; we will create a positive and inclusive atmosphere in which to learn.

We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation.

We will learn in a calm and positive environment in which all members of the school community feel safe, secure and respected.

2.Rationale

At Northgate Primary School our approach to supporting children's behaviour is based on a relational and restorative practice.

A relational approach places emphasis on relationships, respect, responsibility and restoration.

We believe that by using a restorative process we can enable everyone affected by a particular incident to play a part in repairing and finding a positive way forward. This will enable children to understand the effect their behaviour has on others and that the feelings, needs and rights of all individual's matter.

3.Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour through visible consistency and kindness
- Provide a consistent approach to behaviour management that meets the needs of all pupils
- Define what we consider to be unacceptable behaviour

4. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Supporting pupils with medical conditions at school
- Use of reasonable force in schools
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014;
- DfE guidance

5. Bullying

Northgate Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. See here

6. Roles and responsibilities

6.1 The Governing Board

The Governing Board is responsible for

- Reviewing and approving the written statement of behaviour principles (appendix 1).
- Monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

6.3 Staff

Staff are responsible for:

- Creating a calm, safe environment for pupils and establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Ensuring a relational and restorative approach is used in their practice
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

7. School Behaviour

7.1 Pupil Code of Conduct

- Pupils are expected to:
- Show respect to members of staff and each other
- Behave in an orderly and self-controlled way
- Make it possible for all pupils, including themselves, to learn in class

- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum

7.2 Mobile Phones

Department for Education's updated 2026 guidance, which states that all schools should operate as mobile phone-free environments by default, with exceptions only where necessary, our school maintains a strict approach to mobile phone use to ensure a calm, safe and distraction-free learning environment.

Permission to Bring a Mobile Phone

- Only pupils who walk to and from school independently may bring a mobile phone onto the school site.

Procedures

- Pupils must switch off their phone before entering the school grounds.
- The phone must be handed directly to the class teacher at the start of the school day.
- Devices will be stored securely in the classroom cupboard for the duration of the school day.
- Phones will be returned to pupils at the end of the school day, once they are dismissed.
- Pupils are expected to keep phones switched off and out of sight until they leave the school site.

Infringements & Consequences

Any breach of this protocol – such as:

- bringing a phone without permission,
- failing to hand it in,
- using it during the school day,

will result in the school applying consequences in accordance with the existing behaviour system.

8.Responding to behaviour

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will create and maintain a stimulating environment

that encourages pupils to be engaged where the core values and classroom rules are clearly displayed. They will develop positive relationships with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. See here

8.3 Emotion Coaching Approach

Staff are trained in emotion coaching and this approach should be used when appropriate. This will support the child to recognise and manage their emotions, regulate their behaviour and offers them a safe space and time to share any worries or concerns they are experiencing.

8.4 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Staff will follow the Behaviour Management Strategy to recognise positive behaviour. (Appendix 2)

Positive behaviour will be rewarded with:

- Non-verbal signs (including appropriate touching) and verbal praise, in conjunction with defining the appropriate work/behaviour in our Core Values.
- Each class will recognise a daily Star of the Day, where the pupils' photo will be displayed and a token or sticker awarded to the pupil.
- Each class has their own 'Superstar Jar', whereby the class collect daily tokens. Once 15 have been collected, over a two week period, there will be a class award decided by the pupils.
- Visits to the Headteacher to share good work and to receive stickers.
- Golden Time – all children who have made good behavioural choices enjoy 30 minutes Golden Time on Friday afternoons. (Golden Time system displayed in all classrooms).
- Golden Book where class teachers record the names of children who have been outstanding in class for work, effort or behaviour. Parents/carers are invited by standard letter to attend a Golden Book Presentation Assembly (Monthly Monday afternoons at 2.45pm).
- Team Point System – all children can earn through work and behaviour points for their designated team and the accompanying rewards. (Appendix 5)
- Postcards sent home by the Headteacher to celebrate achievements.
- End of term tea party with the Headteacher to recognise consistent positive behaviour and/or special achievements.
- End of term celebration of good behaviour- all children that have not lost any Golden Time across the half term.
- Positive behaviour at lunchtime will be recognised with rewards such as Golden Table attendance, Star of the Week, stickers, Friday Tunes and Team points.
- Certificates are awarded to pupils for representing the school in external events such as sports, arts and drama and school council duties.

8.5 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Staff will follow the Behaviour Management Strategy in response to unacceptable behaviour. (Appendix 2)

If a child's behaviour becomes inappropriate during play or lunchtimes and minor incidents occur, staff will follow the Northgate Lunchtime Behaviour Management Strategy. (Appendix 3)

8.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the school CPOMS system. (Child Protection Online Monitoring System) and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Positive strategies for managing behaviour

- Key members of staff receive Team Teach training which teaches positive behaviour management and handling strategies which reduce the need for physical intervention and restraint.

8.7 Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

8.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as:

- 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
- posing a threat to another pupil or member of the public
- adversely affecting the reputation of the school.

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a member of the public, the police will always be informed.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

8.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the Safeguarding team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.11 Zero-tolerance approach to sexual harassment and harmful sexual behaviour

The school will ensure that all incidents of sexual harassment and/or harmful sexual behaviour are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information. See here

8.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school in collaboration with the local authority designated officer (LADO), will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

9.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- A pupil's daily behaviour and effort may be tracked on a weekly target or reward sheet.
- Solution Focussed Behaviour Plans to identify barriers and solutions.
- Pastoral Support Plan (PSP) with monitored behaviour targets (these will usually also reflect achievable academic targets). Pupils, parents/carers and, when appropriate, other agencies are involved in this process.
- Emotional Literacy Support to support the emotional wellbeing of pupils.
- If a member of a school organisation or any extra-curricular club behaves inappropriately in the activity they may be suspended from the activity.
- A pupil's behaviour in school is taken into account when making decisions about their participation in residential trips, field trips and extra-curricular activities.
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

9.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.
Please refer to our Suspension and Permanent Exclusion Policy for more information: See here
Following a suspension, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school at a reintegration meeting.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, the school will consider them in relation to a pupil's SEND. We recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Such as;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of spaces where pupils can regulate their emotions during a moment of sensory overload

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND

The school will assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will use CPOMS to collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Perceptions and experiences of the school behaviour culture for staff, pupils and governors

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Northgate Governing Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the Chair of Governors.

14. Links with other policies

This behaviour policy is linked to the following policies

- Suspension and Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Strategy
- Mobile phone and camera policy
- Online policy

Policy Reviewed by:	Katie Penny-Headteacher
Signed: 	Chair of Governors-Roger Smith
Dated:	

Appendix 1: written statement of behaviour principles

Northgate Statement of Behaviour Principles 2026

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Board of Governors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Board of Governors every year.

Signed ……Date …… (Chair of Governors)

Signed ……Date …… (Headteacher)

Appendix 2: Behaviour Management Strategy

Consistent Positive Behaviour Headteacher stickers Celebration of consistently good behaviour-Termly Postcards sent home by Headteacher End of term tea party with Headteacher	Consistent positive behaviour
Positive Reinforcement Golden Book Star of the Day Superstar Jar Learning Values stickers Class stickers Team points Golden Time	Daily positive behaviour
Lowest Level Non -verbal signs and warnings. Reminders of class rules and core values.	Not working Talking at the wrong time Interrupting Making noises
Low Level Reflection time within classroom- carpet, reflection table-sand timer. Loss of Golden Time minutes. Loss of part of playtime/ lunchtime	Disrupting the class/stopping learning Rudeness Dishonesty Moving inappropriately around school-talking, running
Mid Level Reflection time in appropriate class with work provided- maximum 20 mins Move to next level after two times in one week or three occasions.	Continuing not to work Continued disruption to class/ stopping learning Unkind to others Disobedience Disrespectful to staff
High Level Member of SLT- SN /RC/ NP If the child is not ready to return to class the child will spend the rest of the session (morning or afternoon) with the member of SLT with appropriate work. Incident to be recorded on CPOMS Class teacher to speak to parents at the end of the day. Move to next level after two times in one week or three occasions.	**Following implementation of previous sanctions;** Persistent poor behaviour Continued rudeness to staff and children Continued disobedience Racist incidence Bullying Deliberate damage to school property Swearing
Highest Level Headteacher If the child is not ready to return to class the child will spend the rest of the session (morning or afternoon) with the Headteacher with appropriate work. Incident to be recorded on CPOM's Class teacher to speak to the parents at the end of the day. If a child is sent more than two times in one week parents will be invited in for a meeting with the class teacher and Headteacher.	**Following implementation of previous sanctions;** Persistent poor behaviour Continued rudeness to staff and children Continued disobedience Racist Incident Bullying Deliberate damage to school property Swearing Sexist / Sexual Harassment Incident
This will result in a fixed term or permanent exclusion	Using violence towards any person in the school with intent to harm

Appendix 3: Lunchtime Behaviour Management Strategy

Consistent Positive Behaviour Golden Table-Friday Lunchtime Star of the Week Class of the Week	Consistent positive behaviour
Positive Reinforcement Lunchtime stickers Lunchtime Tokens-5 team points Table Award- 2 team points Friday Tunes	Daily positive behaviour
Low Level Non -verbal signs and warnings. Reminders of lunchtime rules and core values.	Not following the lunchtime rules Unkind to others
Mid Level Reflection time in the hall (bench) or at the side of the playground, 5-10 minutes	Continuing not to follow lunchtime rules Rudeness Hurting another pupil-physical or verbal
High Level Taken to SLT-KP/SN on playground	**Following implementation of previous sanctions;** Persistent poor behaviour Continued rudeness to staff and children Continued disobedience
Highest Level Taken to member of SLT inside	**Following implementation of previous sanctions;** Persistent poor behaviour Continued rudeness to staff and children Continued disobedience Racist incidence Bullying Deliberate damage to school property Swearing Sexist/ Sexual harassment incident

Appendix 4: Nursery Behaviour Management Strategy

Consistent Positive Behaviour Verbal praise Stickers Postcards sent home End of term tea party with Headteacher	Consistent positive behaviour
Positive Reinforcement Star of the Day Learning Values stickers Use of golden rule display	Daily positive behaviour
Low Level Non -verbal signs and warnings. Reminders of golden rules and core values & 'good choices'.	Not using an 'inside voice' Running inside Snatching
Mid Level Reflection time within nursery using our 'sad spot' and sand timer for 3 minutes. Encouraged/Supported to say or sign 'sorry'.	Disrupting/stopping learning Rudeness Dishonesty
Highest Level Reflection time within nursery using our 'sad spot' and sand timer 1:1 with the nursey manager Incident report on CPOMS	**Following implementation of previous sanctions;** Persistent poor behaviour Continued rudeness to staff and children Physical reaction such as biting Deliberate damage to nursery property

Appendix 5-Northgate team point system

Rationale:

This team system is part of our whole school approach to develop our children's social aspects of learning.

By being a member of a team throughout their time at our school our children will be encouraged to have a sense of belonging, a sense of fair play, improved behaviour and improved effort in their work - ultimately raising achievement and attainment.

Each week, teams will compete to win the honour of displaying their team colours which are placed on the Team Point Trophy during Celebration Assembly on Fridays. These colours are displayed for one week.

Teams:

The teams have been named after 4 trees and have been allocated an associated colour. These are:

Blue	Beech
Yellow	Oak
Red	Rowan
Green	Sycamore

Each team will contain approximately the same number of children (siblings to be in same house) and staff members.

Awarding Points

- Children will work through the week to gain team points for good work and behaviour around school.
- All staff are encouraged to allocate 1 team point at a time for good behaviour/politeness and work/effort.
- 1-5 points can be allocated at any one time; however, anything above one point should really be reserved for exceptionally outstanding effort/work/behaviour.
- The system is slowly brought in for younger children in Foundation Stage, but they should feel part of the team point system as soon as possible.

Maintenance

For this system to work effectively it must be managed and supported around school by all staff. Each class will use a weekly tally sheet and class point scores are collected and taken to the Headteacher ready for Celebration Assembly on a Friday afternoon.