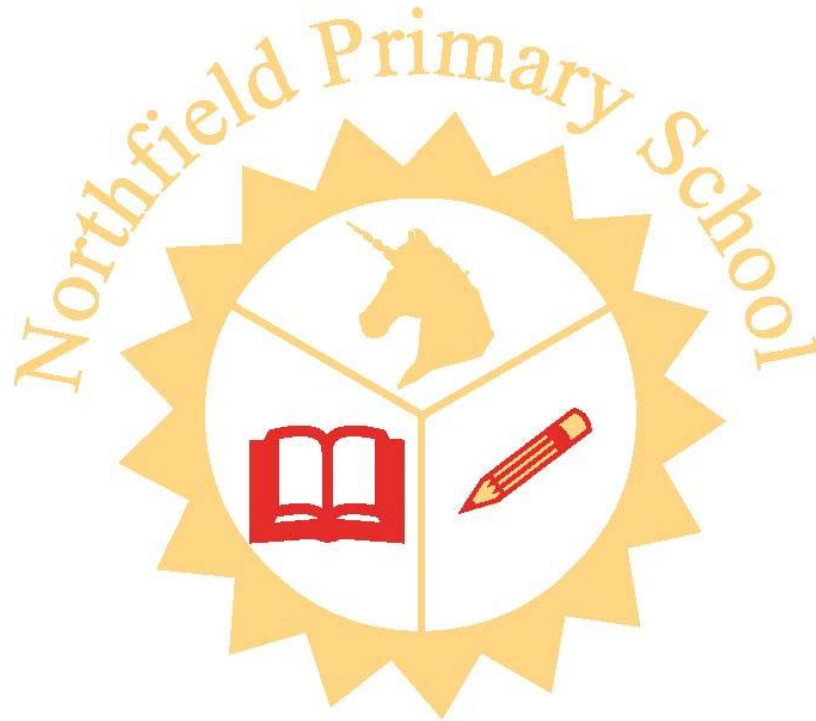


‘The Northfield Way’



Conduct Curriculum for Foundation to Year 6

The Northfield Way and Core Values
(Our Conduct Curriculum)

Our School Vision is **“Grow, Learn, Achieve”**

Our Core Values are: **“Respect, Honesty, Trust, Care”**

Our Four Drivers are: **“Community, Be Healthy, Life-Long Learners, Corners of the World”**

These four core drivers underpin The Northfield Way and form the basis of our Conduct Curriculum. These drivers are taught explicitly to the children and need to be upheld and practiced in and around school, to maximise potential for teaching, learning and interaction between us all.

Community	Be Healthy	Life-Long Learners	Corners of the World
<ul style="list-style-type: none"> • Wonderful Walking • Best Behaviour • Correct Uniform to belong 	<ul style="list-style-type: none"> • Being the Best Me 	<ul style="list-style-type: none"> • Active Listening • Sensible Sitting • Marvellous Manners • Ready to Learn • Best Presentation • Best Effort 	<ul style="list-style-type: none"> • Respect for the School Environment • Respect • Behaviour Outside of School

It is important that all school staff know the details of the conduct curriculum, teach the drivers explicitly, lead by example and give the children opportunities to practice them. By doing so, we can all feel safe and supported and create a calm culture, that allows all to succeed.

Whilst this curriculum is for all pupils, it may be applied differently depending on year groups and individual pupils and their needs.

Community

Wonderful Walking

We do this to keep everyone safe. This helps us move efficiently and quietly around the school buildings and limits disruption or harm to others.

- Look the way you are going
- Walk in a straight line
- Calmly and quietly
- Keep your hands to yourselves

Best Behaviour

During learning time, we need to ensure that everybody can learn in a physically and emotionally safe environment.

- Use indoor voices
- Know the way resources, including books are handed out and put away
- Speak clearly when contributing ideas in class
- Encourage a 'No hands up to answer a question' approach
- Know how to participate in a discussion (your turn, my turn)
- Use hands up to ask for help from your teacher

At breaktime, we need to ensure that we are all safe and enjoy our time together.

- Wonderful Walking to and from the playground/field
- Know that rough games and play-fighting are not allowed
- Sharing equipment and resources
- Stop on the first whistle, on the second whistle pack away resources and walk to the line

At lunchtime we need to ensure that we are all safe and enjoy our time together.

- Use indoor voices inside
- Remember your manners when receiving your lunch
- Use your knife and fork to eat with
- Put cutlery together on the plate correctly when you have finished
- Follow the instructions of the lunchtime staff
- Indicate, when finished using hands up, wait for the lunchtime leader to tell you to leave

Correct Uniform to belong

We are proud to belong to Northfield Primary and Nursery School and we will wear our uniform with pride. We will wear our school PE kit for PE lessons and always bring this to school.

School Uniform

- Red jumper/cardigan/sweatshirt
- White shirts/blouses/polo shirts
- Grey skirt/pinafores/grey or black school trousers (not jogging trousers or leggings)
- Plain low-heeled dark coloured shoes (black trainer type shoes are allowed but they must not be 'sports' trainers or have any sports logos or trademarks, and should be all black with black soles)
- White, black, or grey socks or white, black, grey or red tights

Optional summer uniform:

- Smart tailored black or grey knee length school shorts (not cycling shorts). Both boys and girls can wear shorts
- Red checked dress

PE Uniform

- Plain white T shirt
- Black or navy shorts
- Plimsolls or trainers for outside games
- Black or navy tracksuit bottoms, jogging bottoms or leggings

Be Healthy

Being the Best Me

I know that when I follow the four drivers

- I will feel good about myself
- I will make positive relationships
- I will achieve the best results I can
- I will think about other people's needs, wishes and feelings and will show respect
- I will be the best version of myself

Life-Long Learners

Active Listening

We will ensure that everyone can hear what is being said and show respect to the person who is speaking.

- Ears listening
- Eyes watching
- Mouth quiet
- Sensible sitting

Sensible Sitting

We will ensure that we are ready to listen and learn.

- We will try to keep our arms and legs still
- We will place six legs on the floor: two feet and four chair legs
- We will use our active listening

Marvellous Manners

We will always use our Marvellous Manners.

- We will say 'Please' and 'Thank you' and 'Excuse me'
- We will hold doors open for others
- We will address adults by their full name e.g. Ms. Jenkins
- We will not interrupt or shout out

Ready to Learn

We will maximise our learning time by being prepared and ready to learn.

- We will hang up our coats correctly and put our possessions away
- We will remember our reading diaries, books and homework
- We will ensure we have the correct equipment/kit for the lesson including PE and forest school
- We will use the toilets at break and lunchtimes if we can, not during lessons
- We will line up in a calm and sensible manner
- We will know where we sit in the learning environment

Best Presentation

We will present our work neatly and carefully.

- We will set out work as modelled
- We will use one digit in one square
- We will write neatly in every piece of work using the Northfield script

Best effort

We will do our best to be happy and successful in school.

- We will always try our best
- We will work hard to complete our work on time
- We will always try to contribute to discussions or teamwork
- We will always complete homework

- We will be trusted to make good choices

Four Corners: school, local, national, global.

Best Respect for the School Environment.

- We will look after everything in the school environment
- We will keep our classroom tidy
- We will use the tools and equipment safely
- We will use the toilets and sinks sensibly
- We will put litter in the bin
- We will care for our school grounds
- We will walk with our scooters or bikes once on the school grounds
- We will tidy equipment up once we have finished with it
- We will be responsible for our own possessions

Respect for others.

- We will be kind to everyone
- We will take turns, share and use good manners
- We will treat everyone with respect within our school community
- We will show kindness, listen when others speak and play fairly
- We will be respectful in the wider world

Best Behaviour Outside of School.

It is important to remember that when we are wearing our school uniform, we are ambassadors for our school, we should behave responsibly and respectfully.

- We will use kindness rules for outside school
- We will show good behaviour in public places and within our school community
- We represent our school and ourselves positively

- We will uphold British Values wherever we are

What may happen if I do not follow the conduct curriculum.

- Individual Behaviour Plan drawn up by the class teacher
- Involvement of the SENCO.
- Involvement of the Deputy Head or Headteacher.
- Formal contact with parents/carers to discuss the behaviour plan.
- Involvement of outside agencies/ support may occur at any step.
- Internal exclusion.
- Exclusion – temporary/permanent as set down by Notts County Council guidelines if the incident is serious.

What will happen if I do not follow Our Code of Conduct

Stage 1 – Low level – dealt with in class with teacher/TA. Informal contact with the parent/Carers. ABCs to be started

Stage 2 – Medium level – Behaviour plan written by teacher. If not already in place ABC needs starting.

Stage 2 – Medium level – dealt with by class teacher with SENCO

Stage 3 – Medium level – dealt with by class teacher/TAs/SLT.
Stage 3 – Medium level – Consequences MUST be discussed with SLT.

Involvement of the SENCO

Stage 4 – High level – dealt with by SLT. Stage 4 – High level – SLT to determine a consequence. SLT to determine consequences, this could be internal/temporary exclusion

Stage 5 – Highest level permanent exclusion.

Go straight to Stage 4/5 for: - Physical abuse; verbal abuse (including racial and homophobic comments).