



Behaviour Policy

SEP 2024

Review October 2025

Introduction:

The vast majority of children at NOS Primary School are happy at school, eager to learn and work to the very best of their abilities. There are, however, occasions when the behaviour of a small number of children may challenge the happiness of others or make conditions difficult for the class teacher to work effectively. For these reasons the school needs a clear policy regarding behaviour.

We aim to:

- provide a happy atmosphere in which children, staff and parents work together
- encourage children to be polite, well mannered, helpful to each other
- strengthen children's interest in learning
- foster a sense of pride in attending the school

The main principle that underpins our approach to school behaviour is that no one has the right to prevent another child from learning.

The standard of behaviour in school is the collective responsibility of the whole staff team. Every time a child's unacceptable behaviour goes unchallenged, it is condoned.

Our approach of encouraging acceptable behaviour and high standards of work, rewarding and praising wherever possible underpins our positive policy.

Our school code is based on the core value "Soaring high together" agreed upon by staff and governors after a consultation process involving all stakeholders. As a Dyslexia Friendly school, considerations will be made to support a dyslexic child's learning with adaptations made when appropriate.

The school values are

- To forgive others
- To work a team
- To show resilience
- To be helpful and kind
- To be curious
- To be creative

Approaches to Positive Behaviour

Create a positive classroom ethos where all are clear what is expected

Catch pupils making good choices and give praise.

Highlight positive behaviour

S.T.A.R 'Rules' of good learning displayed, taught, modelled and regularly reinforced

Communicate positive achievements with parents.

Words of encouragement

Positive written comments on the child's work

Dojo points linked to our STAR behavior system

Postcards sent home to parents

Recognition in front of the class or the whole school

Acknowledgement by presentation at an assembly or by giving some special privilege

Display of work

Formal rewards

- o Half termly awards at Soaring High, Flying High assemblies at the end of each half term
- o Certificates awarded each Friday Soaring High Assembly linked to school values
- o Sports star award each week
- o Dojo points (KS1 and KS2)
- o Class tokens (EYFS)
- o Reward when achieve certain number of points

This positive approach is central to the ethos of Normanton-on-Soar

Approaches to Negative Behaviour

Sanctions are used on those occasions when a child has broken class or school rules. Positive aspects of a child's behaviour are always mentioned and good examples modelled, thus making it very clear what is expected..

This gives the child the opportunity to consider the behaviour that is inappropriate and then take the responsibility to change it before sanctions follow.

If the unacceptable behavior continues beyond 3 reminders and modelled examples from peers then the following sanctions will take place.

Children who have had 3 reminders of behaviour will have their name recorded on our system to allow senior staff to be aware of any issues that arise with specific pupils or in a specific place or time. This allows senior leaders to act on this information to reduce possible escalations in behaviour.

When a child receives 3 warnings for their behaviour in one session/day this will be written on the list entitled AMBER behaviour.

Sanctions include:

Think about it - Verbal warning and explanation of expectation x 1.

Reflection - Child is given a second verbal warning and encouraged to reflect on their behaviour (child may be moved to another position within the classroom). Consequences explained to the child if they continue to follow these choices

Amber – 3rd warning in same session- Name recorded by teacher –logged on sheet & not displayed to the class (Removal from the classroom to continue work in partner class)

Missing part of break times or lunch times

And, rarely, fixed term exclusion according to DfE guidance

This list isn't necessarily in sequence. The nature and severity of the child's conduct decides the action that follows.

At the end of the day, the parents are informed (by phone or email if the parents do not collect the child).

The child's name and an outline of the incident is recorded in the 'AMBER Behaviour Log' available on the T drive.

If this happens on more than 3 occasions then SLT involved whereby a behaviour plan to identify triggers and a pyramid of response and support may be created including risk assessments and incident management plans

a safe space may need to be identified for a child who is struggling to manage their behaviour

1:1 support at more challenging times may be necessary

The Rushcliffe Behaviour Specialist Support Team may become involved and we may also make referrals to other agencies such as the Educational Psychology Service and CAMHS (Child and Adolescent Mental Health Service). This is in more extreme cases where a child's behaviour is causing serious, ongoing concerns.

Physical Restraint of a Pupil

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- Be causing harm to themselves or another person
- Involve damaging property

Should a child ever be physically restrained, then the parent/ carer of the child would be notified immediately. Any parent/ carer who requires further information regarding physical restraint can request further details from the School Office.

Involvement of Others

All adults in our school will

Act as positive role models

Meet and greet pupils warmly when they come into the classroom.

Teach children the class routines and empower them to take responsibility.

Have clear routines for transitions and for stopping the class.

Stay calm - keep emotional control

Consistent response to broken rules

label the act and not the child

be fair and consistent

Value every child; promote respect and acceptance for all

The Children have the responsibility of deciding their own class rules at the start of the year. This allows them to decide on acceptable behaviour in their class.

The school council will decide on playground rules. Once these rules are agreed, it is expected the children will have an understanding and a commitment to the positive behaviour expressed by themselves and their peers

The class rules will be on display in each classroom and other rules in the relevant areas.

Unacceptable behaviour outside is reported verbally to the class teacher.

If three serious incidents occur during a timespan equivalent to a school term, parents/ carers will be informed and a behaviour plan put in place.

Parents / Carers have a vital part to play by encouraging the children to work and behave well, and by supporting the school's values and ethos and the school will inform parents about behaviour incidents occurring in school.

If parents/ carers are concerned about any aspect of a child's behaviour (either their own child or a third party), they are encouraged to make an appointment to see a teacher as soon as possible

Governors will help by valuing and supporting the work of the school, ensuring regular review of this document and by making decisions at Governing Body Meetings

Bullying

The measures in place to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, and online harms whether inside or outside of the school environment, including on social networks are to be found within the school's Anti-Bullying Policy

Exclusions

It is very rare for the school to have to move to exclude a child. If this is an appropriate course of action to take – taking into consideration any special needs the pupil might have or the home circumstances of the pupil – an exclusion may be processed by any member of the senior leadership team.

The process will be fully documented, and governors will be informed.

Exclusions are usually for a fixed period of days, with parents being given reasonable notice. A permanent exclusion is always the last resort. We work within legal guidelines, which accommodate any appeal from parents.

Occasionally, the behaviour of a pupil will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Head Teacher reserves the right to exclude where the health, safety, welfare or education of others is threatened by an action of a pupil.

Harmful Sexual Behaviour

Through our PSHE program and internet safety we educate pupils around harmful sexual behaviour and about consent and healthy relationships. Although pupils don't necessarily know the term 'consent', they are taught the concept right from Reception class through our PSHE program. Our educational program aims that we have no, or rare incidences of, sexually related behaviour. Our staff and governors are kept updated on harmful risky behaviours and have knowledge of 'Sexual violence and sexual harassment', which since September 2022 has been included within Keeping Children Safe in Education.

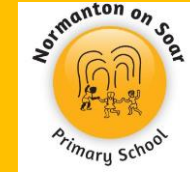
Where necessary we would follow the Pathway to Provision if extra support were required over and above our own pastoral support, such as through Early Help.

Equality, Diversity and Inclusion

At Normanton-on-Soar Primary School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

Our Golden Rules



- 1. Always be kind, helpful and forgiving**
- 2. S.T.A.R. in our learning**
- 3. Look after our school and equipment**
- 4. Help each other – we are a team**
- 5. Respect our differences**

Our Safety Rules

- 1. Speak out and stay safe**
- 2. Walk inside school**
- 3. Listen carefully to the adults**
- 4. Follow instructions quickly**
- 5. Keep kind hands**
- 6. Stay safe inside the boundaries**

Our Assembly Rules

1. Walk in and out quietly and sensibly
2. Listen carefully to the speaker
3. Applaud politely
4. Sit down and keep your hands and feet to yourself

Our Lunchtime Rules

1. Talk in a quiet voice
2. Sit sensibly on the chair
3. Have polite manners
4. Eat nicely with your mouth closed
5. Use your cutlery
6. Be kind and helpful

Our Playground Rules

1. No jumping over the flowers
2. No going out until a member of staff is on the playground
3. Only sports ambassadors in PE shed
4. No climbing on walls or fences around the playground
5. Being kind to each other
6. Playing safely with others

