Behaviour Policy

NOV 2026
Review October 2027

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 to reward positive behaviours
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

- Half termly awards at Soaring High, Flying High assemblies at the end of each half term
- Certificates awarded each Friday during Soaring High Assembly linked to school values
- Sports star award each week
- Dojo points (KS1 and KS2) – most points celebrated weekly and when achieve certain number of points
- Class tokens (EYFS) – celebrated when they achieve 10 with a reward

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 logged as an 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

Serious incident
Some significant behaviours such as harming another child, derogatory language (not exclusive list, just examples) would jump straight to a serious incident. This would be

recorded separately and consequences would be beyond those in "Amber" and may lead to suspension or 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 with the tag 'AMBER Behaviour or as a serious incident.
If Amber 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 serious incident would be share with SLT immediately.
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. Staff are trained in de-escalation techniques and have CPI (crisis prevention institute) qualification before any holds take place.

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

	Examples	People involved	How to manage the inappropriate behaviour and consequences for that behaviour
1. "Think about it"	Talking in class Moving around the class when not supposed to Dropping litter or lack of care for property. unkind language not listening to a member of staff. Unwanted physical contact including grabbing Non-compliance with a class agreement or the school rule. Low level rudeness	Teacher	Verbal warning and explanation of expectation x 1. Discuss consequences of inappropriate behaviour so student can understand Record incident in note book – strike 1
2. "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 **FOLLOW UP** Class teacher informed if not in class
3. "Amber"			3rd warning in same session- Name recorded by teacher as Amber Behaviour –logged online & not displayed to the class Removal from the classroom to continue work in partner class Missing part of break times or lunch times **FOLLOW UP** Ask student to complete work in own time Apology Class Teacher to follow up the following day or next lesson
If name added to the Amber behaviour log	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 as 'AMBER Behaviour' If Amber 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 Behaviour 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.		

4. Serious behaviour incident OR	Serious Rudeness Violence Dishonesty Refusal Damage Theft Disruption Verbal aggression Sexualised Behaviour	Teacher SLT Head	• report incident to Head Teacher • Incident recorded on serious incident form • Parents informed and called for meeting with Headteacher • Pupil voice • Incident report added to file (Head) • Suspension • Behaviour team involved • Safe space created • Permanent exclusion
4. Bullying & discrimination incident	Bullying behaviour can be: •Physical – pushing, poking, kicking, hitting, biting, pinching etc. •Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling. •Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion. •Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc. •Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion. •Indirect - Can include the exploitation of individuals.		