Behaviour Policy

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Chair ASC Committee	Daisie Barnett
Date Approved by ASC committee	17 September 2027
Date Reviewed	20 July 2026
Date of Next Review	September 2027

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AMENDMENT HISTORY

This is a new Policy but changes include:

Date		Issue	Amendment	Person Responsible
24/07/23		0.01	Record on scholar pack at stage 4 when SLT are involved and NOT stage 3 when in calm corner- staff felt they would be recording a lot if the policy stayed the way it was.	
		0.02	SG said C poms was a great system to use for safeguarding as well as behaviour log- maybe this is something we could look into- on the policy I have put record on scholarpack for the time being as well as one sentence about the child-on-child abuse being recorded on a central system but this could be on scholar pack/c poms	
		0.03	Conversation around what the recording system on scholar pack looks like- I said we had had a conversation about this and that it was being looked into by IT.	
23/07/2024		1.00	Change behaviour steps grid to Avonreach Primary Positive Behaviour Steps	Review committee
21/07/25			House points to be awarded for consistently following the behaviour expectations. Introduction of Headteacher's Award.	Review Committee

BEHAVIOUR POLICY

The Father has loved us so much! He loved us so much that we are called children of God. And we really are his children. – 1 John 3:1 – ICB

The value of love is at the heart of both the Christian faith and our vision here at NJK. God's love for all people inspires us to give love in abundance. We value and care for ourselves, others and the world around us as God's creation, demonstrating our values of friendship, compassion, forgiveness and respect.

We believe this is of the highest importance to enable pupils to explore their differences with tolerance and mutual respect.

Our school vision is integral to everything we do at NJK.

'**Together with the love and joy of God we will discover and maximise each child's unique potential.**'

Introduction

At Norton-Juxta-Kempsey C.E. School we believe that the management of pupil behaviour is best achieved through praise and reward. We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they evolve their own internal understanding. We also want children to appreciate the consequences of their actions and that this will involve the use of a restorative approach working with the child. if appropriate. We acknowledge that learning about acceptable behaviour is not confined just to timetabled activities in the classroom but permeates the whole of the time which children spend on the premises or engaged in school related activities.

We aim to deliver a joyful and inspiring curriculum and school experience where every child feels loved, valued and cherished.

We are a THRIVE school. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches are followed across our whole school setting.

The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs.

We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school.

We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses. Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways.

Our staff regularly undertake CPD in order to deepen knowledge and our school ethos, environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic

development and learning. Drawing all these elements together has been a long-term vision for our school.

Aims

At Norton Juxta Kempsey Primary School, we want all our children to develop and learn to the best of their ability. We believe, as in Maslow's Hierarchy of Needs, that children learn best when their basic (physiological requirements and feeling safe) and their psychological needs (their sense of belonging and accomplishment) are met before we address their cognitive needs. This includes learning about their behaviour and emotions.

We need to ensure that we have an effective approach to securing high quality personal development and well-being through:

- Encouraging a calm, purposeful and happy atmosphere within the school
- Encouraging increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To foster positive, caring attitudes.
- To promote a fair and consistent approach so that everybody in the school community knows their expectations.

Just as in other curriculum areas, these skills need to be directly taught in a 'right time' age appropriate way. **For some children, this may not be their chronological age.**

We are very clear that everyone has the right to feel safe, special and to have their needs met. We also need to ensure that we have an effective approach to securing high quality personal development and well-being through the learning values contained within our C U THRIVE programme:

- **Communication** - Caring relationships which grow and develop through talking and problem solving.
- **Understanding** difference in the self, others and the wider world.
- **Trust** - Positive and purposeful relationships based on trust.
- **Hard work** inspired by engaging learning activities leading to achievement.
- **Respect** at the heart of everything we do.
- **Independence** - building responsibility as we grow and learn.
- **Vitality** – Productive energy from making the most of opportunities leaving us feeling happy, well and fulfilled.
- **Expectations** - a cycle of high expectation set up in those opportunities resulting in personal best, leading to praise and constructive self-evaluation and reflection that keeps telling us more about our learning, behaviour and emotion.

Our Behaviour Expectations

We expect children to demonstrate our expectations in line with our CUTHRIVE programme:



- Walk quietly round school at all times (Respect / Safe)
- Keep hands/feet to yourself (Respect / Safe)
- Be kind to others (Respect)
- Use good manners (Respect)
- Be a good listener (Communication / Understanding Difference) (Responsible)
- Allow others to learn (Respect)
- Respect others/property (Respect)
- Complete assigned work (Hard Work)
- Keep spaces neat and tidy (Respect)
- Always do your best (Hard Work / Responsible)
- Use time wisely (Hard Work)
- Be interested. Ask questions. (Communication / Vitality/ Engaged)

As a staff we will:

- Treat all children fairly, recognising their individuality and need;
- Raise children's self-esteem and develop their full potential;
- Provide a challenging, interesting and relevant curriculum;
- Create a safe and pleasant environment, physically and emotionally;
- Use rules and the restorative approach clearly and consistently;

The School's Code of Conduct

The school has a Code of Conduct for all pupils, staff, parents and visitors to the school to follow. Within the codes are clear and simple lists of expectations, which will ensure that everybody can work and learn in a safe, respectful and fair environment and ensure that positive relationships are developed and maintained.

Values

As a Church School the children are introduced to a set of Values for Learning and Values for Life. There are seven values altogether: Love; Courage; Respect; Forgiveness; Friendship; Compassion and Trust. We expect our values to permeate throughout all aspects of school life. Pupils are celebrated during Congratulations assemblies for applying these values as well as Jars of Joy in classes.

Approaches to developing positive relationships

- High quality, adapted education which involves pupils, builds on success, ensures progression and involves and informs parents.
- Social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day.
- Whole class THRIVE screenings and use of online tools to enable a strategic response to individual, group and class development.
- A planned programme of Citizenship and PSHE (SCARF) used in conjunction with specific THRIVE class targets.
- Encouraging children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- For children to become increasingly self-aware, taking responsibility for themselves and their actions in development appropriate ways (for most children this will be their chronological age).
- Where need is identified, for structured, tailored group and individual programmes to be incorporated into action plans using the THRIVE online tool.
- For children with additional needs to be recognised within our relational systems. They are provided appropriate, scaffolded support to ensure they can operate within boundaries that are recognised as fair and consistent for all.
- By reinforcing positive behaviour choices based on clear and consistent responses within boundaries that offer safe containment.
- By recognising that supporting some pupils appropriately may require adults to develop and employ new skills.
- By rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.
- Understanding that fixed term internal and external exclusions may be part of a positive relationship approach once all other avenues have been explored.
- Ensuring that expectations around behaviour, rewards and sanctions are understood and reviewed and revisited regularly.

Rewards

The school will always look to reward positive behaviour in children against the school's Code of Conduct through:

- Public praise – this is our easiest and most effective tool in maintaining a positive ethos and encouraging good behaviour.
- Stickers to highlight good behaviour, good work and a positive ethos.
- House points - given out readily in conjunction with praise for effort and achievement.
- Good News Cards- sent home on the same day where "above and beyond" behaviour is shown.
- Celebration Assemblies – pupils from each class receive an individualised certificate at a special end of week assembly.
- Jar of Joy- classes fill the jar linked to the terms school value and once full the class decide on the class reward.
- Headteacher's Award for pupils who consistently follow the Behaviour Expectations.

Unacceptable Behaviour

We know that the quality of teaching and learning has a direct impact on good behaviour. At Norton Juxta Kempsey Primary School, we aim to make our lessons lively, stimulating and high quality experiences which engage and interest the children and effectively meet their individual needs.

We acknowledge the important role that we play as a school in helping children to learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults.

From time to time however, some children exhibit behaviour which is disrespectful to others around them or disruptive to learning. Behaviour which is disrespectful or disruptive to learning will be considered unacceptable behaviour. Unacceptable behaviour includes the following:

- Calling out in class.
- Making rude or inappropriate comments to adults or other children.
- Refusing to get on with a learning task.
- Persistently disturbing other children who are working.
- Persistently getting up and wandering about the classroom
- Not using learning resources appropriately.
- Leaving the classroom without permission.

This is not an exhaustive list and there may be other situations where the class teacher makes a judgement that a child's behaviour is unacceptable. A discussion may be had around the C U

THRIVE values to allow the child to make the best choice, thrive and feel confident about themselves.

Behaviour as communication

At Norton Juxta Kempsey Primary School, we believe that all behaviour is communication and that a child's inappropriate behaviour is a sign that they are upset or that something is not right. As adults, we should be assisting the child to appropriately deal with these behaviours. Inappropriate sanctions can often lead to a worsening of the situation or create a sense of shame for the child who may be unable to regulate the way they are behaving.

Three Rs - Regulate, Reason, Repair

In order to deal with a child's inappropriate behaviour, we use the Three Rs - Regulate, Reason and Repair as described by Dr Bruce Perry:

- **Regulate:** While a child is dysregulated they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how calm down and take them out of flight/fight mode.
- **Reason:** The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.
- **Repair**: Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act.

Team Teach

Safe touch is used to calm, soothe and regulate a child's emotions and is an important developmental experience. The brain does not develop neural pathways to initiate calming and self-soothing unless and until safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch, calming and support with regulation, this may be a priority to help their brains develop access to thinking, judging, evaluating and choosing mechanisms. Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that staff should only use in the presence of another adult using Team Teach training.

Equal Opportunities

Equal Opportunities are at the heart of this policy. All children should be regarded with the same consideration whatever their protective characteristic. They are entitled to identification of their individual needs and to positive strategies to meet those needs.

Home/School Agreement

The children will be introduced to the behaviour expectations at the beginning of each academic year and introduction or revisiting of the Home/School Agreement. The behaviour expectations will also be revisited at the beginning of each year during planned PSHE lessons.

Record Keeping

Staff will record behaviour on Scholar Pack, outlined in the table below. Child on Child Abuse will also be recorded on a confidential central system.

Monitoring and review

All involved parties have a responsibility to monitor and support the implementation of this Policy. Suggestions for changes may be made at any time and may be incorporated through the addition of appendices. Both staff and Governors should review the policy on an annual basis and ensure that it is shared with all stakeholders annually.

Consequence system

Despite all of the measures taken to ensure positive behaviour, sometimes children make choices which are not in line with our expectations and staff will need to refer to this section of the Policy. 'Consequences' work in conjunction with our school values, the THRIVE principles and our behaviour guidelines.

In order for children to experience consistency in expectations and consequences the school has an agreed set of the thresholds which outline which types of behaviours may be displayed and the appropriate level of consequence. These thresholds are guidelines and when applying them staff should take account of children's individual needs including SEND and chronological and/or developmental age. This is not an exhaustive list and any staff members who are in doubt of the Threshold level should seek guidance from a member of the Senior Leadership Team.

Avonreach Primary Positive Behaviour Steps

<table>
<tr><td rowspan="3">Step 1 - Remind</td><td colspan="2">STEP 1- FIRST REMINDER</td></tr>
<tr><td colspan="2">Examples of behaviour -Behaviour that is oppositional to those agreed.

This may include:
• Calling out.
• Talking at inappropriate times.
• Not completing work set or
• Not completing it to the expected standard.
• Not adhering to the school expectation of safety in all areas of the school.</td></tr>
<tr><td>Teachers Actions</td><td>Notes to consider/ adaptations</td></tr>
<tr><td></td><td>Praise the positive behaviours you want to see.

Where behaviour does not meet your expectations, a reminder of the expectations for children of Engage, Respect, Safe.
Verbal reminder or other signal of our school expectations (engaged, respect, safe) will be used.
A discussion between the teacher and child about their behaviour to uncover any underlying triggers.</td><td>Where a child has a socio-communicative difficulty, visual prompts may be beneficial.

Any child with an individual THRIVE Plan or EHCP may have a personalised approach as documented.</td></tr>
<tr><td rowspan="2">ep 2- Final Reminder, Record On Cpoms</td><td colspan="2">STEP 2 -FINAL REMINDER</td></tr>
<tr><td colspan="2">Second example of negative behaviour after the first warning. Continuing behaviour that is oppositional to those agreed.
This may include
• Calling out
• Talking at inappropriate times
• Not completing work set or not completing it to the expected standard
• Not adhering to the school rules of safety in all areas of the school</td></tr>
</table>

	Teachers Actions	Notes to consider/ adaptations
	The **30 second script**, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit: • I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child]. • I am wondering if you are feeling [……]? • You know we have a Engaged, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke. • Do you remember when you [did that kind thing for……]? That is who I need to see today. • When I come back in * minutes, I want to see your wonderful [……]. Thank you for listening. • **Now walk away but remember to return at the given time!** Record on CPOMs in order to determine any behavioural patterns.	• What visual reminders are in place? • What timetable adaptations have been made? • What curriculum adaptations have been made? • What seating plan is in place? • Is this happening at the same time/subject each day? • Does the negative behaviour occur at particular times of the day/week, in certain lessons with certain adults? • Does this reveal an underlying anxiety for the child that makes it difficult for them to access their learning.

Step 3: Time out and record on CPD

STEP 3- TIME OUT	
Examples of behaviour -If a child reaches this stage, they are beginning to dysregulate. Continuing or escalating behaviour that is oppositional to those agreed. This may include • Calling out • Talking at inappropriate times • Not completing work set • Not completing it to the expected standard • Not adhering to the school expectations of safety in all areas of the school	
Teachers Actions	**Notes to consider/ adaptations**

	The child will be asked to go to the 'Time in/out' space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques. • The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing…'. • Boundaries are reset. • Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning. • Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions. If this is at playtime, the child should have 'time in' by standing with the adult. For there to be a positive outcome from Time In, the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This doesn't come from isolation of shame; it comes from practice and supported learning. **Step 3 always concludes in Repair with the adult where (or with whom) the rupture occurred.** Staff member will continue to explain clearly the reason for child reaching this stage, and at this point offer the child an opportunity to rectify actions by one of the following options: **Moving seats** - independent learning space as appropriate. **Time in** (**well-being space)** - child is invited to sit somewhere, near to a staff member to help with regulation. **Time Scale** - Setting an agreed expectation with the child completing task in order for consequences to stop progressing. eg "You will have 10 minutes to complete up to question 5" **Adaptation of task** - teacher will use their knowledge of the child, especially in the case of SEN or individual THRIVE profile to adapt a task if this is causing the contention eg due to a child's high levels of anxiety during a test or the level of challenge presented.	Disruption to the classroom or classroom environment where other children or staff are not at risk of harm e.g. throwing a book to the floor or ripping up own work. There may be occasions where there is significant dysregulation and 'time in' at the wellbeing space is not appropriate.

Step 4- Removal From Classroom

STEP 4- - RED LETTER/ BEHAVIOUR SUPPORT FORM

Examples of behaviour -Fourth negative behaviour or continuation of Step 2 behaviour.
If Step 3 is unsuccessful, or if a child refuses a Time-In within the classroom, then the child will attend the **Thrive Base or HT office** at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome.

Immediate support at the Thrive base will be provided where the level of **dysregulation increases risk for the child, other pupils or the staff member**.

Teachers Actions/STEPS	Notes to consider/ adaptations
A member of the SLT will escort the child from the classroom and give them time to regulate and reflect on their behaviour. They will be given the opportunity to complete their work in a designated place, decided by and arranged by the class teacher and appropriate to the child's age and need (eg a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with a member of the SLT, as appropriate. They may miss some playtime on that day (as deemed appropriate by the teacher). On their return to class, the final stage of the Three Rs (Repair- Restorative conversation) will be discussed and a 'clean slate' approach will be used from that moment. Parents will be informed at the end of the day. **RED LETTER/BEHAVIOUR SUPPORT FORM** Incident is logged as a Step 4 on CPOMS	Instantaneous Step 4 would be given for behaviour that causes concern for health and safety of the child, other pupils staff and school property, such as: • Destruction of classroom equipment (defacing tables, snapping pencils etc). • Swearing, • Bullying, • Refusal to complete a Step 3 request

Step 5 – Positive Report Card

STEP 5- Individual Behaviour Plan and POSITIVE REPORT CARD

If a child is dysregulating regularly, then they will have individualised targets. Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of an Individual Behaviour Plan. This will be a holistic approach by putting in wellbeing interventions alongside monitoring (Positive Report Card).

These plans are put in place when less formal measures have been unsuccessful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for Suspension or Exclusion.

Decisions to place children on any formalised behaviour monitoring will be taken by the Head Teacher, in collaboration with the class teacher and SENDCo.

Children in consultation with Perryfields may be on a part-time placement at this stage to support their well-being

Fifth negative behaviour or immediate due to Health and Safety concerns which may result in a fixed term exclusion. (If it is deemed that removal from the playground or classroom will not regulate the behaviour or that the risk to other children and staff cannot be managed)

Teachers Actions	Notes to consider/ adaptations

The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week, broken into 30 minute slots. An achievement target (the number of stickers to be achieved) will be set by the Head Teacher, Class Teacher and SEND lead in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action. A child must achieve 5 Green Days for 2 weeks running for it to be considered that the PRC is no longer needed for support. A mentor will be assigned to the child to offer support. The SLT member will determine a space appropriate to the school and the age of the child where the child will work for the remainder of the session or day depending on age and individual needs. They will not be able to access lunchtime or playtime, whichever is first, and the SLT member has the discretion to keep them off the playground if this puts other children at risk.	Continued behaviour, following receipt of a Step 4 on the same day OR regular receipt of a Step 4 (eg daily over the course of a week). Instantaneous where health or safety is of concern: • Putting themselves at risk (eg climbing up on school equipment or property). • Refusing to hand over an inappropriate object that could be deemed dangerous. • Running away from a member of staff or adult. • Leaving classroom without permission. • Putting others at risk (e.g. throwing kicking classroom equipment, shouting and swearing in the classroom and distressing peers. • Extreme sexualised behaviours. • Putting staff at risk (e.g. threats or actual of acts of violence) . • Threat or actual destruction of school property.
SLT- ACTIONS	
A meeting with parents will be held with class teacher and member of SLT in order to discuss the triggers as noted on CPOMS and to seek a positive solution to avoid further negative behaviours from happening. The Head Teacher has the discretion to apply a suspension at this stage. Suspensions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017). Incident is logged as a Step 5 on CPOMS	

Step 6-WAP

STEP 6	
Consideration for exclusion (fixed or permanent) can include (but are not limited to): • Persistent disruptive behaviour. • Deliberate physical assault against a pupil. • Other verbal abuse. • Threatening behaviour against an adult. • Physical assault against an adult. • Verbal abuse/ threatening behaviour against a pupil. • Theft. • Sexual misconduct. • School damage. • Bullying, including Cyber-Bullying. • Racist abuse Following a suspension pupils will be integrated using a Wellbeing Action Plan.	
Teachers Actions	**Notes to consider/ adaptations**
Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a WAP for maximum success, especially with younger children.	A child's behaviour may deteriorate before it improves when a WAP is introduced. The WAP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the Thrive assessment.
SLT	

The effectiveness of the WAP relies on identifying the underlying causes of the child's behaviours; the Head Teacher will seek to identify the barriers to behaviour through an individualised Thrive assessment and action plan. The action plan will be shared with parents as part of the WAP (Wellness Action Plan) meeting and help to form the formal targets for the child's WAP. A mentor/ Emotionally available adult will be assigned to the child.

Referral for Exclusion due to escalation through the stages or instant in the circumstances of behaviour which are Stage 5 behaviours.

This can only be given when a child has worked their way through Consequences. If there is an immediate situation that warrants exclusion, then a Fixed Term referral needs to be made by the class teacher to the Head Teacher. The decision to exclude lies with the Head Teacher.

Fixed term and permanent exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).