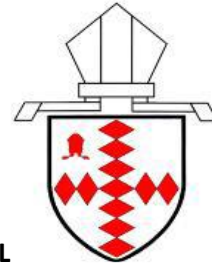




NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



Behaviour Policy

Nutfield Church (C of E) Primary School Mission:

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

Reviewed: Summer 2025

Next Review: Summer 2026

In compliance with the Education and Inspections Act 2006, Part 7: Discipline, Behaviour and Inspection, this Policy was written and agreed after consultation with representative members of the whole school community in June 2008 and is reviewed annually at the start of each school year. The last review was during the Autumn term 2023.

Parents will be asked to agree to this policy on their children's entrance to school via the Home-School Agreement and this will then be renewed at the beginning of each school year.

This Behaviour Policy should be read in conjunction with the Governors' discipline statement that is in part repeated here. The policy aims to make the Governors' statement more explicit in terms of strategies for the daily running of the school based on a consistent, restorative approach to behaviour and discipline, including a reward system for positive behaviour and encouraging forgiveness.

Our Aims

In managing pupil behaviour our aim is to develop self-discipline by helping pupils develop a sense of self-respect, self-confidence and self-reliance: and an awareness of and sensitivity to the needs of others with a culture of forgiveness for all. A restorative approach will be taken with pupils in order to prevent and address all forms of bullying or discrimination.

At Nutfield Church (C of E) Primary School we aim to:

- provide an environment where children feel secure and happy, where they feel valued and can experience success
- have a clear, fair and consistent approach to behaviour
- be aware of individual needs and circumstances
- encourage self-esteem and promote responsibility and leadership
- encourage children to take responsibility for their own behaviour
- ensure the welfare of all pupils, especially some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEND, physical or mental health needs will receive behavioural support according to their need
- encourage children to understand and follow the Christian value of forgiveness and the importance of the principle of bringing an incident to a close
- to teach children good manners and mutual respect

British Values

This policy is in line with the British Values as laid out by DfE in 2014:

Rule of Law

Democracy

Tolerance

Individual Liberty

Mutual Respect

Through the implementation of our Behaviour Policy we look to instil manners in our children and promote mutual respect between children and adults throughout our school and wider community.

As a team, we have adopted the following approaches:

a) Positive Reinforcement

- Reward good behaviour through praise (individual praise to each child every day), the giving of stickers, stars, smiley faces and 'Star of the Day' in Key Stage 1 and EYFS, as well as individual and class team points in Key Stage 1 and 2.
- Certificates given out during celebration collective worship by the Headteacher.
- Expectations for behaviour are clear and communicated explicitly and positively
- Instances of good behaviour and work are shared with others

- We aim to develop a working partnership between child, school and home, using the Home School Contact Book in Reception class and continual informal discussion or messages home to parents to involve and inform them of good behaviour
- Use of PSED (EYFS), PSHE and Philosophy (P4C) to regularly discuss positive behaviour

b) Ways of raising Self Esteem

Praise all children
 Listen to and take an interest in what the child says
 Build trust by being fair
 Show respect to, and for, children
 Set achievable targets for learning and behaviour
 Develop peer praise and evaluations
 For all children to have a sense of responsibility and take on a role of leadership
 Raise awareness of God's love for all

c) Using Assertive Discipline with a Restorative Approach

This is a systematic school and class discipline plan that promotes responsible behaviour and deal effectively with pupils when they misbehave.

It involves expectations, agreed and understood by all, and consists of four distinct parts:

- i) A concise list of rules for all pupils to follow
- ii) A systematic approach to positive recognition of good behaviour
- iii) A graded list of the consequences of failing to keep the rules.
- iv) A plan that seeks forgiveness and restoration

The five themes of the restorative approach will be followed:

Theme 1 - What's happened/what is the matter?

Theme 2 - What were you thinking/feeling? (Each child)

Theme 3 - Anything to add? Who has been affected?

Theme 4 - What do you need so things can be put right/to move on?

Theme 5 - What can you do to stop this from happening again?

School Rules

- 1 – Use kind words
- 2 – Use encouraging words
- 3 – Use well thought through words

School Rules

- 1 – Be Kind
- 2 – Be Encouraging
- 3 – Be an Active Listener
- 4 – Be Well-Mannered

As well as the school's rules, at the beginning of each academic year each class devises its own set of class rules appropriate to the children's age range and understanding and a system of rewards is used.

Rewards

1. Praise
2. Good behaviour is reported to the class teacher for appropriate action
3. Especially good behaviour is reported to parents either verbally or using stickers
4. Good work / behaviour is celebrated within the classroom regularly by the child's name being put on the rainbow, band of gold or magic pot in KS1 and chosen to sit on the star chair.
5. Each KS2 class has a system based on team points for reward. Rewards for the gaining of team points are discussed and agreed within each class
6. Good work / behaviour is celebrated in collective worship by giving certificates in class or celebration collective worship.
7. Team points – children in the winning team receive an extra playtime in the first week of the next half term.
8. "Ambassadors' playtimes" are awarded by the Headteacher to a class when a member of the public comments on the behaviour of a class when out on a trip. They will also receive an ambassadors' playtime if their team has been awarded the most team points in a half term.

The School Inspection Handbook (September 2023) refers to Behaviour and attitudes:

288. The behaviour and attitudes judgement considers how leaders and other staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

289. The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- having a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
- setting clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- having a strong focus on attendance and punctuality so that all pupils benefit from the education and experiences the school offers
- having clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils

- developing pupils' motivation and positive attitudes to learning, as these are important predictors of attainment. Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education
- fostering a positive and respectful school culture in which staff know and care about pupils
- creating an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur

290. Inspectors' evidence for the importance of each of these factors comes from their inspection experience, areas of agreement in academic research and our own research. A full note of how the criteria relate to the available research can be found in our [EIF research commentary](#).

291. Additionally, inspectors will expect schools to have effective behaviour policies in place regarding harmful sexual behaviour. The policies should include details of appropriate sanctions that should be applied consistently and that reflect and are consistent with the messages that are taught across the curriculum.

Pupils who have particular needs

The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, behaviour and conduct that reflects the school's high expectations (their consistent, fair implementation) is likely to include demonstrable improvement in the attendance and behaviour of these pupils, taking account of the individual circumstances of the school.

Moving from Good to Outstanding

We are ambitious that all our pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. We aim to ensure that incidences of low-level disruption in lessons continue to be extremely rare.

Further to this staff have discussed the importance of enabling the pupils to support pupils' behaviour, including through the use of the Anti-Bullying Partnership children. In addition, we aim to help our pupils' have pride in the school which will be shown by their excellent conduct, manners and punctuality.

School Development

We are continually improving and want to build on our 'Good' judgment from 2019 OfSTED. We are aware that we need to be ambitious for our children to meet the requirements for 'Outstanding'. Our aim in class is to encourage calm and purposeful learning. We aim to identify low level disruptive behaviours, which not only affect the learning of the children but the ethos and standards of the school.

We expect all our children to be active and engaged in all their learning. In order to do this, specific behaviours have been identified by staff and children and are focussed on through the year. The specific behaviours we want to reduce are: D – Distracting others, C – Calling out, A – Answering back, I – Ignoring, N/V – Non verbal i.e. eye rolling, looking away, pulling faces, swinging on chairs and L – denoting an incident at lunchtime.

A key for these behaviours is added to all behaviour charts in class. These behaviour charts are all to be placed on the right hand, lower corner of the class whiteboards. A copy of these can be seen in Appendix 1 and 2.

EYFS

In line with current practice, we aim to introduce elements of our whole school behaviour systems in our Early Years setting. We focus on routines, rules and try to always help the pupils understand how we all work together to be safe and happy.

Values

We have worked hard to develop six main values: Community and Peace, Wisdom and Hope, Dignity and Joy. We focus on one value each half term. Our values are tied in to our behaviour in many ways, including providing the half termly focus for our Anti-Bullying work. Our children are taught that we are a community and that we work as a team. Hope is taught for example through knowing all things are possible and linking to the concept of 'team' and 'being together' the children are taught that there is always hope for the future.

Our playground behaviour gives us excellent opportunities to develop an understanding of Peace-making, dealing with conflict and through our teaching of Philosophy, have an understanding that we can disagree with ideas, rather than people. Our values also run through our curriculum plans as we aim to ensure elements of British Values and SMSC are evidenced. Making SMSC explicit helps us to make sure our curriculum is focussed.

Systems for certificates

At least two children from each class will receive a certificate during Friday's collective worship. Each half term an 'Ambassadors' playtime' will be awarded to the team who wins the most team points.

Sanctions

EYFS and KS1	KS2
1. Make non-verbal signal	
2. Put the child's name on the cloud and explain why you are doing it.	2. Give the children a warning but make sure the child knows what they have done wrong and why it is important to obey the rule
3. 5 Minute spot in the classroom	
4. 5 minutes in their phase classroom - a private conversation between child and class	4. 15 minutes in their phase classroom – a private conversation between child and class

teacher regarding behaviour	teacher regarding behaviour
5. Visit to a member of the senior leadership team – parents informed	
6. Individual behaviour contracts will be set for children with consistent behaviour challenges and agreed by parents	

A restorative conversation will take place at the appropriate point when following this process.

The parents of children who are constantly sent to a phase classroom will be informed by the class teacher.

Each child will begin afresh each day.

Incidents at playtime will remain as separate issues because, we at Nutfield Church (C of E) Primary School feel that the behaviour of children at break or lunch time should not impinge on their learning and the others in the class. A restorative approach will be taken when incidents occur.

Detentions are not deemed an appropriate way of disciplining primary aged children.

Playground Sanctions

1. Verbal warning with restorative conversation
2. 5 minute time out (against the P.E shed wall)
3. 10 minute time out (against the P.E shed wall)
4. Involve class teacher. Class behaviour chart to be marked 'L' for all incidents which are communicated to the class teacher.
5. Child sent to a member of the Leadership Team for: excessive physical aggression (including scenarios of swearing used in an aggressive manner) incidents of racism, homophobic or prejudice behaviour and parents informed either verbally or through a letter home. (See letter to Parents, Appendix 3)

Any incidents of excessive aggression towards another child or adult, racist, homophobic or prejudice behaviour are referred directly to SLT. These incidents will be recorded on CPOMS. The school encourages all staff to contribute to CPOMS and report all incidents of bullying.

Individual behaviour contracts/risk assessments should be followed for children with consistent behaviour challenges and agreed by their parents.

Any incidents should be communicated to the class teacher at the end of lunchtime after the first bell.

Each lunchtime supervisor is responsible for logging any incidents on CPOMS. Injury information must be written on the first aid forms by the end of lunchtime.

Searching and confiscation

The screening, searching and confiscation advice for headteachers, school staff and governing bodies, (July 2022) from the DfE authorises Headteachers and staff authorised by them to search a pupil for prohibited items without the pupil's consent, if they have reasonable suspicion that there is a prohibited item with the pupil or in his/her possessions. If searching a child for a

prohibited item two members of staff should be present and the search should be conducted away from others. Prohibited items are lethal knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic image, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil). Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Unless requested or directed by the class teacher pupils should not bring in any personal items from home. Those children disobeying this routine will have the objects confiscated. If items are confiscated they should be returned at the end of the school day to the parents or carers of the child.

The consequences will be implemented each time a child breaks a School Rule. However certain actions are seen to be so severe that they require immediate action by the Head Teacher or, in her absence, the most senior member of staff available.

Severe Clause – DSL cause for concern

The following actions are classified as major incidents that will be investigated calmly by the Headteacher and, if the allegations/actions are proved correct, could lead to a fixed term, lunchtime exclusion or permanent exclusion. If a fixed term or lunchtime exclusion has been given, additional support will be sought during this time to support the pupil on his/her return.

Serious actual or threatened violence
Serious harm to the education or welfare of others in the school (including bullying)
Carrying weapons/prohibited items
Significant disruption to the reputation or the life of the school

When implementing consequences staff should:

- Remain calm
- Ensure that the child is not criticised but separate the behaviour from the child
- Be consistent – provide a consequence every time the child breaks a rule

We follow the steps listed below, taking into account the needs of the child:

1. Reduce the number of corrective actions
2. Have an individual behaviour plan negotiated with parents
3. Involve the SENCO in developing a further behaviour plan with parents
4. Involve outside agencies in a Pastoral Support Plan
5. Lunchtime exclusion or fixed term exclusion
6. Permanent Exclusion

Exclusion from school

For information relating to exclusions, please see the Exclusions Policy.

Partnership with parents and carers

The Governors of Nutfield Church (CofE) Primary School believe that the school is entitled to expect the support of parents. Good relationships between home and school benefit the child's behavioural development and overall progress. In support of this, the School has a Home-School Agreement which parents are invited to sign.

In line with the Governors' Charging and Remission Policy, parents/carers are requested to pay for the replacement or repair of lost or damaged property. This policy will be shared with parents and they will be invited to discuss it.

Behaviour off site

Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff. In law schools have a right to:

- secure behaviour which does not threaten the health or safety of pupils, staff or members of the public
- provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
- provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

Children who are not following rules while on school business or to and from school will be disciplined in line with the school's sanction system.

Reasonable adjustments will be taken to avoid discriminating against:

- SEN children
- Looked After children
- Children with Disability
- Racial Groups
- Cultural Differences
- Newly-Arrived Pupils
- Refugees and Asylum Seekers
- Religious Groups
- Ethnic Groups
- Children who identify as LGBTQIA+

Reasonable adjustments may include:

- SSAs with behaviour targets
- adapted uniform to meet cultural and religious requirements
- cool down space
- visual timetable for autistic children
- regular communication with parents
- communication with the child over procedures
- meetings with new teachers at transition

Use of reasonable force

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of hurting themselves through physical outbursts.

Reasonable adjustments will be made for disabled children and those with special educational needs.

Parents will be informed if serious incidents occur involving their child and force is used. These incidents will be recorded on the school system.

Allegations against Staff

Allegations against staff will be taken seriously and investigated with immediacy.

Complaints

- Any staff member or parent who feels that a concern has not been dealt with to their satisfaction is encouraged at all times to discuss this with senior leaders. Should their complaint not be addressed they are directed to follow the procedures set out in the Grievance policy.

Nutfield Church (C of E) Primary School
School Behaviour Tracking Sheet – Key Stage 1



Pupil	Monday				Tuesday				Wednesday				Thursday				Friday			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Key
D = Distracting others from learning
C = Calling out
A = Answering back
N/V = Non-Verbal
I = Ignoring
L = Incident at Lunchtime
Signature= Other

1. R = raincloud
2. 5 minute spot
3. Child sent to another classroom for 5 minutes
4. Child sent to a member of the Leadership Team

Nutfield Church C of E Primary
School Behaviour Tracking Sheet- Key Stage 2



Pupil	Monday				Tuesday				Wednesday				Thursday				Friday			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Key
D = Distracting others from learning
C = Calling out
A = Answering back
N/V = Non-Verbal
I = Ignoring
L = Incident at Lunchtime
Signature= Other

1. Verbal warning with restorative conversation
2. 5 minute spot
3. Child sent to another classroom for 15 minutes
4. Child sent to a member of the Leadership Team

Breaktime and Lunchtime Procedures

During breaktime (10:45am – 11am) children in Y1 – Y6 will have access to the upper playground and lower playground. There will be no balls available during breaktime.

During lunchtime (12 – 1pm), children in YR – Y6 will have access to the upper playground. The lower playground will be the ball area. This will be scheduled for KS2. KS1 will have access to ball games during any planned pm 'break'. Children not wishing to play ballgames or not scheduled for that day should avoid the lower playground.

During lunchtimes, the Outside Classroom and the KS2 outside Areas will be available for quiet activities. These will both have benches for the children to work quietly. Boxes containing pens, paper, books etc. can be used by the children.) Each class will have a designated monitor to ensure resources are looked after and put away at the end of each session. They will carry out this duty while the rest of the class are lining up (after first bell).

In the event of heavy rain at break time or lunchtime, the children will not go outside. Adults on duty will monitor the children in classrooms as follows:

Wet Break time

Year R - 6	TAs with the class
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Wet Lunchtime

Year R - 6	Adults with the class
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Children are not to use iPads or laptops. They are not to do/finish any academic work.

Only adults are to use the interactive whiteboards.

Each class has a box of wetplay games to be used. Class teachers / TAs are to ensure their class has appropriate resources to use.

If the weather improves during break/lunch, children are to tidy up and go outside as usual.