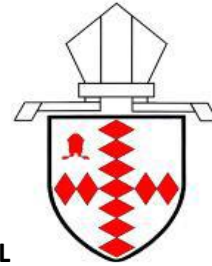




NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



Behaviour Policy

Vision

We aim for our children and members of the wider school community to flourish in all they do and **'live life in all its fullness'**. (John 10:10)

Reviewed: Autumn 2025

Next Review: Summer 2026

Nutfield Church (C of E) Primary School Mission:

Our behaviour is underpinned by Spiritual, Moral, Social, and Cultural (SMSC) development, alongside our school values and British values, which are embedded throughout our curriculum plans. We ensure that both British values and SMSC are actively taught.

School Values

- 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**.

British Values

1. Democracy
 - Understanding and practising the democratic process, including respect for the rule of law and participation in decision-making.
2. The Rule of Law
 - Respecting laws, understanding the reasons behind rules, and the consequences of breaking them.
3. Individual Liberty
 - Encouraging pupils to make choices and understand their rights and freedoms within a safe and supportive environment.

4. Mutual Respect

- Promoting respect for others, valuing diversity, and understanding different beliefs and customs.

5. Tolerance of Those with Different Faiths and Beliefs

- Encouraging acceptance and understanding of people from different backgrounds, religions, and cultures.

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.

Specifically we will:

- 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

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) 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 make poor choices.

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

Rewards

- 1. Praise
- 2. Good behaviour is reported to the class teacher and rewarded
- 3. Exceptionally good behaviour is shared with parents and the headteacher, either verbally or by using stickers

Good work / behaviour is celebrated within the classroom.

KS1

The child's name is put on the rainbow, band of gold or magic pot in KS1.

KS2

Each class has a traffic light system.

Every child starts on green, and can move up and down the chart. Gold is the top circle and the child is rewarded with team points. Red is the lowest circle and the child has reflection time in their classroom. If the behaviour persists, they have time out in another class. If the behaviour continues, they are referred to a member of the senior leadership team (SLT).

- 5. Good work / behaviour is also celebrated in collective worship.
- 6. Team points – These are rewarded to children in recognition of good work, behaviour and living out the values.
- 7. During the first week of the half term, the children in the team that earned the most points at the end of the previous half term will have an additional playtime.

We have clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

Pupils who have particular needs

When this is the case, behaviour and conduct that reflects the school's high expectations (their consistent and fair implementation) is likely to result in a demonstrable improvement in the attendance and behaviour of these pupils, taking account of the individual circumstances of the school.

We expect calm and purposeful learning. We minimise 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,

NV – Non verbal i.e., eye rolling, looking away, pulling faces, swinging on chairs and

L – denoting an incident at lunchtime.

A copy of these can be seen in Appendix 1 and 2.

EYFS

We introduce elements of our 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.

Rewards

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.

Consequences

	EYFS and KS1	KS2
1	Make non-verbal signal	Make non-verbal signal
2	Put the child's name on the cloud and explain why you are doing it.	Give the child a warning but make sure the child knows what they have done wrong and why it is important to obey the rule Move name to amber
3	5 Minute spot in the classroom	Move name to red 5 time-out in the classroom
	5 minutes in their buddy, phase classroom - a private conversation between child and class teacher regarding behaviour	15 minutes in their buddy, phase classroom – a private conversation between child and class teacher regarding behaviour
4.	Visit to a member of the senior leadership team – parents informed	Visit to a member of the senior leadership team – parents informed
5.	Individual behaviour contracts will be set for children with consistent behaviour challenges and agreed by parents	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 have a fresh start 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.

Playground Sanctions

1. Verbal warning with restorative conversation
2. 5 minutes time out
3. 10 minutes time out
4. Involve class teacher.
5. Child sent to a member of the Senior Leadership Team for: child on child incident, 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.

These incidents will be recorded

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

Searching and confiscation

Headteachers and authorised staff can search for any prohibited item banned by the school rules.

When searching a child for an item, two members of staff should be present. This search must preserve the child's dignity and 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).

Unless requested or directed by the class teacher pupils should not bring in any personal items from home. Children who ignore this will have the objects confiscated. Items that are confiscated will be returned at the end of the school day, to the parents or carers of the child.

Cause for concern

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 e.g. child on child incidents.

The following actions are classified as major incidents, if the allegations/actions are proved correct, this could lead to a fixed term, exclusion or permanent exclusion.

- 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
- Child on Child Abuse

When implementing consequences staff should:

- Remain calm
- Ensure that the child is not criticised and separate the behaviour from the child

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

1. Look for positives to redress the balance of undesirable behaviours.
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. Exclusion for part of the day or a longer 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.

Behaviour off site

Schools have the statutory authority to regulate the behaviour of pupils when they are off the school premises, provided they are representing the school or wearing school uniform. Consequences are aligned to those for incidents that occur on the school grounds.

Reasonable adjustments will be taken to avoid discriminating against protected characteristics and vulnerable pupils.

- 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:

- School Support Arrangements with behaviour targets
- adapted uniform to meet cultural and religious requirements
- cool down space
- visual timetable where deemed helpful
- regular communication with parents
- communication with the child regarding procedures
- meetings with new teachers at transition

Use of reasonable force

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

- remove disruptive children from the classroom when they have refused to follow an instruction to do so;
- prevent a pupil from behaving in a way that disrupts a school event, trip, or visit;
- prevent a pupil from leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts 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 who is at risk of hurting themselves through physical outbursts.

Reasonable adjustments will be made for **children with special educational needs and/or disabilities (SEND)** as per current educational and legal guidance. Parents will be informed if serious incidents occur involving their child and force is used. These incidents will be recorded on the school system.

Appendix 1

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

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

Appendix 2



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

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