



Norton St Nicholas CofE (VA) Primary School

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Guided by God's love, we educate and nurture each unique child, inspiring them to reach their full potential, and enabling them to flourish as caring and successful citizens who make a difference in their communities.

Behaviour Policy

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in September 2026

It is due for review September 2027

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Behaviour Policy

Introduction

All children have the right to an education that offers them the best opportunities to work hard, be happy and to make good progress. We believe that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking.

We believe:

- Everyone in school has the right to feel safe, both physically and emotionally.
- Everyone in school has the right to be treated with respect.
- Everyone in school has the right to learn without distraction.
- That we should teach valued behaviour rather than seeking to control behaviour.
- Positive experiences create positive feelings. Positive feelings create valued behaviour.
- In terms of managing behaviour, we should give children what they *need* and not what some may feel they *deserve*.

We believe that the adults in school should lead by example and be good role models for the children in their relationships and the way they speak to others. This approach establishes a culture of understanding, respect and good manners and helps foster good relations between everyone in school, leading to better collaboration, attitudes and learning.

Our School Values

This Positive Behaviour Policy has been produced by the school community, including staff and children, and it reflects the Christian values promoted in the school's mission statement and values tree below.

Norton St. Nicholas Values Tree



“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.”

Pam Leo

Role of staff

School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes bullying and racism.

Actions by staff are based on these important principles:

1. Our school's valued behaviours are consistently reinforced.
2. Staff have a responsibility to create a calm, positive and purposeful learning environment.
3. It is the inappropriate behaviour that is rejected, not the child.
We remind children of the choices they have made which are not acceptable rather than refer negatively to the child.
4. Adults should keep the situation calm.
Staff should consider approaches which ensure – no matter the severity of the situation – incidents are dealt with calmly and allow children to engage quickly with the process of restoration.
5. A child's success at reducing detrimental behaviour should be acknowledged.
Praise for the right choices is a significant tool in resolving and restoring wrong choices both with the perpetrator as well as injured parties.
6. Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended.
The role of staff is to enable children to view the whole picture surrounding their choices to ensure they have the ability to reflect and reason how to avoid making the same mistakes again.

School Behaviour Curriculum

Behaviour in school needs to be taught. Therefore, we have adopted clear habits and routines across the school that ensure the school is a calm and safe place to learn, and so that children learn key behaviour habits that will support them throughout their lives. All of these habits and routines are regularly reinforced.

- Children are taught about our school's seven core values that underpin all that we do: honesty, courage, thankfulness, respect, love, wisdom and forgiveness. These are taught through daily interactions, collective worship and PSHE lessons. One child each week is celebrated for demonstrating one of these values well. One child is celebrated each term from each class as a 'Values Champion' in celebration of how they display the school's values consistently.
- Children are taught about being 'Ready to Learn' – Looking at the teacher, sitting quietly, not distracting themselves or others.
- Children are taught other key routines, including lining up in two quiet lines for each class at the end of breaktime and lunchtime, and walking calmly and quietly around the school building.

Valued behaviour

Valued behaviour is any behaviour that is held in high regard by our community. It creates helpful feelings in self or others and is characterised by a concern for the rights, feelings and welfare of others.

It is important that all school staff use positive praise for effort, achievement, respect for school procedures and demonstration of our school values and valued behaviours. We know that flooding good behaviour with praise inspires all children. Valued behaviour will be celebrated in a range of different graduated ways:

		ACTION
STAGE 1	• Demonstrating they are ready to learn. • Listening to others well. • Following day-to-day procedures excellently. • Following day-to-day classroom expectations.	Flood good behaviour • Give verbal praise. <i>E.g. Andrew is showing me he is ready to listen. Well done!</i> • Give approving signs. <i>E.g. thumbs up.</i> • Personalised response recognising the child's individual needs.
STAGE 2	• Excellent effort in learning. • Demonstrating one of our school values.	Celebrate in the classroom • Teacher will draw the attention of the whole class towards the child's behaviour (or keep lower-key if more appropriate to the child's needs).

	- Showing thought and care for the needs of others. - Looking after property.	A house point token will be given.
STAGE 3	Consistent behaviour at Stage 2.	Celebrate with key stage leader or in a celebration assembly - Take child to be celebrated with the Key Stage leader or invite leader to the classroom to celebrate with the whole class. - A member of the class is celebrated each week for demonstrating a school value or excellent effort in their learning. - A house point or token will be given (senior leaders' discretion to give more than one house point or token).
STAGE 4	- Exceptional demonstration of valued learning behaviour or a school value. - Outstanding effort or achievement.	Celebrate with the headteacher and/or parents - Invite headteacher to come and celebrate in the classroom or bring child to headteacher to celebrate. - Children celebrated in half-termly assemblies as Values Champions.

Unsocial behaviour

Unsocial behaviour is behaviour that is not to the detriment to others. However, often unsocial behaviour is quiet non-compliance that will impact on their own learning. As staff, we strive to interpret unsocial behaviour as a communication of negative feelings.

Unsocial behaviour is not the same as being an introvert (although it is more often seen in introverts). Most introverts are energised by their own company, which is not at a detriment to themselves or others.

Where unsocial behaviour is having an impact on a child's learning, class teachers should work with the SENCO and/or other senior leaders to plan a helpful way forward. It will often be helpful to involve parents in these discussions.

Detrimental behaviour

Detrimental behaviour is any behaviour that hurts or hinders an individual, the community or the environment. It creates unhelpful feelings in self and others and violates the rights of others. Detrimental behaviour can be split into two categories:

- Difficult behaviour is any behaviour that is detrimental but not dangerous (for example, a child calling out is difficult within a group teaching activity, or a child damaging school equipment is difficult when teaching groups/resourcing the school, or pushing/hitting another child or an adult is difficult because it creates negative feelings in others).
- Dangerous behaviour is detrimental behaviour that will predictably result in imminent injury or harm. Behaviour is dangerous if school property is damaged to the extent that it could cause harm to the child, adult or other children (for example, breaking a window), or when a child or adult is likely to need medical attention beyond very simple first aid (for example, punching another child in the face), or when behaviour could be considered criminal if the person was the age of criminal responsibility (for example, racist abuse). All dangerous behaviour must be reported on CPOMS, including evidence of the severity and frequency of outcomes.

Detrimental behaviour will be managed through a graduated response:

Classroom behaviour				
		ACTION	School staff lead	Parents informed
				CPOMS
STAGE 1	<u>Low level behaviour</u> Examples: Talking when the class teacher is teaching or another	Verbal reminder The teacher will (discretely, where possible) draw the pupil's attention to the inappropriate low level behaviour and remind them of the rules and expectations, including why it is important.	All staff	

	child is talking to the class. - Talking about off-topic things during quiet working time. - Calling out. - Swinging on chair. - Disrupting others in their learning. - Making inappropriate noises. - Making unhelpful faces/gestures. - Low-level physical contact such as a push.	- E.g. <i>Andrew, you are talking at the same time as me. We are quiet and listen when other people are talking so we can learn from each other and show respect.</i> - Or <i>Andrew, we walk in the classroom to keep everyone safe. Thank you.</i> - Or <i>Andrew, stop making those noises because they are distracting others from their learning. Thank you.</i> Verbal reminder with consequence - If the low-level behaviour continues, the teacher will give the child a verbal reminder and outline any consequences. - A child will often be moved within the classroom to focus their learning and remove distractions for others. - E.g. <i>Andrew, I have asked you to be quiet and listen when other people are talking. You need to come and sit here away from other now.</i> - Or <i>Andrew, your noises are still disrupting the learning of others. Come and work on this different table.</i> - Or <i>Andrew, you have continued to disrupt your learning by talking so much. You will need to stay in at break time until you have finished this piece of work.</i> - If appropriate, the class teacher may have a brief reflective conversation with the child at the beginning of a break or lunchtime, or at another convenient time. - Children should only kept in for a longer period of time at lunch time or break time as a consequence of their behaviour preventing them from completing their work.			
STAGE 2	A continuation of level 1 behaviour. or Mid-level behaviour - Physical contact that has hurt another child. - Answering back or mumbling under breath. - Spoiling someone's work. - Refusing to follow staff instructions.	Learning Break - If behaviour still continues, the child will be told to complete their work in the Key Stage Leader's classroom (or another classroom if they are not available). - E.g. <i>Andrew, you are continuing to disrupt the learning of others. You now need to come with me to work in Mr Webb's classroom.</i> - The child will always be given the opportunity to reflect on the incident and restore with those impacted. This will usually be with the Key Stage Leader and Class Teacher together. - Reflect: what was the impact of the behaviour on other people or objects? (E.g. hurt, upset, damaged equipment) - Restore: how can you make this right? (apologise, fix what is wrong, tidy up mess made)			✓
STAGE 3	Persisting in any of the above mid-level behaviour. or High level behaviour - Swearing. - Leaving classroom without permission. - Stealing. - Higher level physical contact such as hitting, kicking, punching. - Throwing objects to hurt someone - Racism - Bullying	Contact Key Stage Leader, SENDCo or Headteacher - If behaviour continues after the removal from class or the child is non-compliant, a Key Stage Leader and/or the Headteacher should be informed. - Every effort should be made by members of staff to de-escalate the situation, using the de-escalation script: (Name) <i>I can see something has happened/is wrong I am here to help Talk and I will listen Come with me and...</i> - If this stage is reached, the child's behaviour should be reviewed and a behaviour plan/risk management plan put in place, if necessary. This will be shared with parents. If a child's behaviour is dangerous, this stage should be implemented immediately.	SLT Headteacher	✓	✓
STAGE 4	Headteacher's discretion based on above behaviours.	Internal/external exclusion (including permanent exclusion) Parents informed formally by letter and meeting.	Head	✓	✓

Playground behaviour				
		ACTION	School staff lead	Parents informed
STAGE 1	- Pushing or other low-level physical contact. - Calling of names or unkind interactions. - Not following lunchtime rules and routines.	Reminder of expectations - Praise those making positive behaviour choices. - Adults will draw the pupil's attention to the inappropriate low-level behaviour and remind them of the rules/expectations. - E.g. <i>Andrew, you are grabbing other children's clothes and pulling them. At lunchtimes we keep our hands to ourselves. I want to see you keeping your hands to yourself now.</i> - Or <i>Andrew, Tim has said you called him an unkind name. We are kind to each other with our words at school.</i>	All staff	
	Continuation of behaviours above	Verbal reminder - If the behaviour continues, the adult will give the child a second verbal reminder and told that they will have to come away for a while if they continue. - E.g. <i>Andrew, I have seen you grabbing their clothes again. If you continue to do that, you will need to come away from the game.</i>		
	Continuation of behaviours above	1-to-1 with lunchtime staff - If the low-level behaviour continues, the pupil is asked to speak to a member of lunchtime staff individually and be given time to reflect and restore. - Reflect: what was the impact of the behaviour on other people or objects? (E.g. hurt, upset, damaged equipment) - Restore: how can you make this right? (apologise, fix what is wrong, tidy up mess made) - Class teacher to be informed at the end of lunchtime.		
STAGE 2	Continuation of behaviours above or Behaviour that is of a more serious nature: physical violence, verbal abuse, persistent unkindness	Safe Space - If behaviour still continues or is of a more serious nature, lunchtime staff will ask the child to reflect and restore (see above) in a 'Safe Space'. - If a child is not yet ready to reflect and restore, give them time in a safe space to self-regulate. - Depending on the child and the situation, this safe space could be: - The First Aid bench or a quiet area of the playground. - The library or in a classroom (this is best for a small group of children) - Make sure other staff are informed if you are leaving the playground. - Class teacher should be informed at the end of lunchtime.		✓

STAGE 3	Continuation of behaviour above or Serious physical violence, verbal abuse, non-compliance with MSA, swearing	Contact Key Stage Leader or Headteacher - Every effort should be made by members of staff to de-escalate the situation, using the de-escalation script: <i>I can see something has happened/is wrong</i> <i>I am here to help</i> <i>Talk and I will listen</i> <i>Come with me and...</i> - Bring child to a Assistant Headteacher, SENCO or Headteacher who will investigate. - Class teacher should be informed at the end of lunchtime. If the child is still with a member of SLT at the end of lunchtime, the class teacher should be informed. <i>If a child is putting themselves or others at risk of significant harm, this stage should be implemented immediately.</i>	SLT Headteacher	✓	✓
STAGE 4	Headteacher's discretion based on above behaviours.	Internal/external exclusion (including permanent exclusion) Parents informed formally by letter and meeting.	Head	✓	✓

Unforeseeable behaviour

Unforeseeable behaviour is any behaviour not covered by our policy in the section above. This will be behaviour that has never previously been experienced or so historic we believed it would not reoccur.

When there is unforeseeable behaviour, a member of the Senior Leadership Team should be informed and the member of staff should make a full record on CPOMS. A risk assessment, adaption plan or behaviour plan may then be created, involving the class teacher and a member of the Senior Leadership Team.

Child-on-Child Abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child-on-child abuse they should speak to a Safeguarding Lead.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example, dismissing harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse within intimate personal relationships (including teenage relationship abuse).
- Physical abuse, including assault, threats of violence and harm involving weapons.
- Sexual violence, including rape, assault by penetration and sexual assault.
- Sexual harassment, including unwanted sexual comments, remarks, jokes and online sexual harassment.
- Harmful sexual behaviour and causing another child to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images.
- Upskirting.
- Initiation, hazing or ritual-based behaviours involving humiliation, abuse or coercion.

- Online abuse, including image-based abuse and technology-facilitated harm.

In order to minimise the risk of child-on-child abuse the school:

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. (Classrooms have confidential 'worry boxes' and children are taught regularly about talking to key adults and identifying who these would be for them).
- Ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported.
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).

Banned items

The following items are banned at the school and can be searched for if there is evidence that a child has brought them into school. This list is not exhaustive. A search of a child's property would always be made with two members of staff present and with the authority of the Headteacher or an Assistant Headteacher. A child would not be searched without a legal guardian present (unless there is deemed to be a significant risk to others).

- Mobile communication devices (with the exception of year 5 or year 6 children who may bring non-smartphones with them to the school office before entering the classroom and collect them from the school office at the end of the day if they have written permission). See *Mobile Phone and Personal Smart Devices Policy* for further details.
- Any items that are illegal to carry in public or are illegal for pupils of primary school age.
- 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 property of, any person (including the pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Seized items should be passed to the headteacher who will decide on the next steps.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for articles that have been or could be used to commit an offence or cause harm. For further information see the *Physical Touch and Physical Intervention Policy*.

Communication and Recording within School

Any behaviour at Stage 2 or above must be recorded on CPOMS by the member of staff who witnessed or has heard about an incident. Reports on CPOMS must be:

- Factual – describing exactly what has happened in detail.
- Unambiguous – the behaviour must be described in a way that is not open to interpretation.
- A clear explanation of what has led up to the behaviour.
- Details of consequences.
- Details of reflections and restoration – what has been the impact and how has this been made right?

When the behaviour reaches Stage 3, a member of the Senior Leadership Team will follow-up verbally or on CPOMS. At this stage, parents will also be contacted either by the class teacher or by a member of the Senior Leadership Team. Communication with parents should follow the same above principles as when reporting on CPOMS.

Suspensions and Permanent Exclusions

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been

exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

Only the headteacher (or assistant headteachers in the headteacher's absence) can take the decision to suspend a child.

The school will follow local authority guidance regarding suspensions and permanent exclusions. The headteacher and the governing board will renew their training on a regular basis.

Behaviour Plans

There are times when this behaviour policy will not be suitable for individual children due to their additional needs, trauma or similar. In these circumstances, the class teacher and a member of the senior leadership team will co-ordinate on the introduction of a Classroom Adjustment Plan.

It is essential that all staff who work with the child are aware of the details of any plans, including lunchtime and support staff.

The school also makes referrals to North Herts Primary Support Service where there are further concerns regarding a child's behaviour. This can lead to further advice, support and casework.

Children with SEND

We carefully consider how our a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Maintaining good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours may be more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided. Sometimes a Classroom Adjustment Plan is implemented to detail the reasonable adjustments that are in place that are exceptions to the behaviour policy or support the implementation of the behaviour policy.

Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Under the Children and Families Act 2014, schools have a duty to use their 'best endeavours' to meet the needs of those with SEND.

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Pupil transitions

We recognise that times of transition can have an impact on children's behaviour. The main transition points at our school are at the end of each year group. When children move to a new year group we have the following procedures in place:

- Class teachers meet with new teachers to discuss all pupils in their class, including aspects that may link to their behaviour and wellbeing.

- SENCO meets with class teachers (and parents, where appropriate) to discuss particular needs.
- Where behaviour plans or classroom adjustment plans are in place, these are continued through and adapted early within the new school year as required.
- All children will spend time with their new teacher before the start of the academic year. Where required, further transition plans and activities are put in place.

When a child first starts at the school, reasonable endeavours are made to discuss behaviour and wellbeing with parents and any previous settings or services.

When a child leaves the school, reasonable endeavours are made to discuss behaviour and wellbeing with new settings.

Behaviour incidents outside of school

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Non-criminal detrimental behaviour that occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be dealt with on a case-by-case basis. The school will consider sanctions for misbehaviour when:

- Children are taking part in any school-organised or school-related activity.
- Travelling to or from school (sanctions may include asking parents to arrange for children in year 5 or year 6 to be collected and removing the option for them to walk home alone).
- Wearing school uniform or identifiable as a pupil at the school.
- Behaviour may have repercussions for the orderly running of the school.
- Threats are posed to another pupil.

Role of Parents

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistently high expectations.

Parents are expected to:

- Support their child in adhering to the school rules, values, home school agreement and the expectations of good behaviour.
- Ensure that their child fully understands the school rules and the consequences of not adhering to them.
- Inform the class teacher of any changes in circumstances, which may affect their child's behaviour.
- Discuss any concerns with the class teacher promptly.

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the Christian ethos of Norton St. Nicholas school where all are equally valued as members of the school community.
- Creating an effective partnership between pupils, parents, staff and governors.
- Maintaining a caring, safe and nurturing environment where pupils can flourish.
- Developing a positive reputation in the community.
- Ensuring that the school community is safeguarded.

Staff training

Members of the senior leadership team are Therapeutic Thinking tutors and take a lead on staff training. Therapeutic Thinking tutors receive annual training.

All staff will receive annual refresher training regarding our approach to behaviour management. All new staff will take part in formal behaviour management training as part of their induction.