

Behaviour and Nurture Policy



Behaviour and Nurture Policy

Peterbrook Primary School

Signed: _____ (Chair of Governors)

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property eg. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils
- General behaviour around the school building e.g. running in the corridor

More serious incidents might include:

- Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/Religious/ Ageist / Gender based comments*
- Physical incidents of any kind e.g. punching, kicking, pushing, rough play etc.
- Deliberately causing upset to someone else e.g. unkind comments, excluding from a game etc.
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bullying or Peer on Peer abuse (see Anti-Bullying & Harassment Policy)
- The same minor incident occurring repeatedly

*All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

We have the following measures in place to prevent all forms of bullying:-

- Anti-bullying week each year to raise the profile and to educate children on what bullying is and what to do if you or anyone else is being bullied.
- Our second topic in our JIGSAW scheme called 'Celebrating Differences' focusses on uniqueness and different types of bullying as appropriate to their age.
- Any forms of bullying are reported to SLT immediately.
- Safer internet week and the computing curriculum educated children on cyber bullying.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following on a regular basis:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

Be Ready

- Have the correct equipment needed for the lesson
- Be ready to learn by sitting in a way that doesn't distract others and by showing good listening
- Complete their school work within the given time frame
- Talk at appropriate times
- Wear the correct uniform at all times
- Line up at the end of break and lunch times
- Follow the instructions given to them

Be Safe

- Move quietly around the school
- Walk in the corridors
- Be aware of those around you
- Refrain hurting each other physically
- Not cross the red lines

Be Respectful

- Accept sanctions when given
- Treat the school buildings and school property with respect
- In class, make it possible for all pupils to learn.
- Listen when teachers or children are talking to you.
- Say please and thank you
- Be kind to members of staff and each other

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Children will hand in any mobile phones to the office in the morning.

7. Responding to behaviour

7.1 The 6 Principles of Nurture

When dealing with children's behaviour, a more nurturing approach will be adhered to. The 6 principles of nurture will be a fundamental part of the whole school ethos and individual classrooms. When looking at behaviour, staff will manage it with the 6 principles of nurture in mind.

The 6 principles of nurture are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important in the development of wellbeing
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children.

7.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Build respectful relationships with pupils.
- Greet the children at the door daily to enable everyone to start the day positively and with a smile.
- Be calm, consistent and fair in their treatment of children, parents and colleagues.
- 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- Refer to the 3 values 'be ready', 'be safe' and 'be respectful' when talking to the children about behaviour.
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Have the 3 values displayed in their classroom.

7.3 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.4 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Reading out a child's work
- Verbal Praise
- Gold star stickers. Just for KS1
- Email message home – 2 children per week.
- Celebration Assemblies
- Marble jars – each class has a jar and teacher puts marble in the jar and says why. They get a reward each time they fill jar. A star jar will be used for the Early Years.
- House points. The winning house each term will get a pin badge to wear.

7.5 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Behaviour is discussed, following a script, in terms of how it does not follow the school rules of be ready, be respectful, be safe; and how it is impacting on others.

The conversation should be about the behaviour rather than being made personal to the child so that the child knows

they are still loved and cared for.

Adults should remember that the aim of the conversation is for the adult to offer support to the child to improve their behaviour, not to punish the child.

Scripted Stepped Approach

For use when children show minor incidents of poor behaviour. The support for poor behaviour follows a stepped approach of:

- 1. Reminder
- 2. Warning

- 3. Reparative Response (putting it right and/or thinking time)

Adults should base their conversations around these scripts which ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly:

<p>Stepped Approach Support Scripts</p> <p>Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child’s physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child ‘take up time.’</p> <p>Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.</p>	
<p>Before Step One: Approaches to make connections, promote emotional literacy and give encouragement (non-scripted)</p>	<p>Quiet word:</p> <ul style="list-style-type: none"> • “Is everything okay Bob?” (listen to response!) • “Bob we’re all listening at the moment, thank you for keeping your lips quiet and showing me five” • (Stern tone)“Wonderful Walking” (pleased tone)”Thank you Bob” <p>Drawing Attention to impact of behaviour (accidental or otherwise) on others:</p> <ul style="list-style-type: none"> • “Can you see that Sarah is crying – I wonder how she is feeling? I wonder what made her feel that way? I wonder what we could do to help Sarah feel better?” <p>Re-direction:</p> <ul style="list-style-type: none"> • “Bob, come and have a go at this activity with me.” <p>Distraction:</p> <ul style="list-style-type: none"> • “Bob please take this note to the office for me.”
<p>Step One: Reminder</p>	<ul style="list-style-type: none"> • (Name) I noticed you chose to ... (state the noticed behaviour). • This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). • Thank you for listening. • (Walk away to give the child ‘take up time’ and DO NOT respond.) <p>Example - ‘Bob, I notice that you’re talking when you should be writing. This is a reminder to follow our school rule of being ready. Please work quietly. Thank you for listening.’</p>
<p>Step Two: Warning</p>	<ul style="list-style-type: none"> • (Name) I noticed you chose to ... (state the noticed behaviour) • I’m wondering if ... (why you think they are showing that behaviour) • This is a WARNING because it is the second time I have had to

	<p>come and speak to you</p> <ul style="list-style-type: none"> • Do you remember when ... (remind of time of previous good behaviour)? • That is the behaviour I expect from you. I know that you can make good choices. • Thank you for listening. (Give child 'take up time' and DO NOT respond.) <p>Example - Bob, 'I have noticed you are still talking when you should be writing. I'm wondering if you're finding it tricky today because you're sitting by your friend? This is a warning because you are still breaking the school rule of being ready. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
<p>Step Three: Reparative Response</p>	<ul style="list-style-type: none"> • (Name) I noticed you chose to ... (state the noticed behaviour). • State impact on others of behaviour • You are breaking the school rule of ... (state rule) • You need to put this right by... (see below for examples of appropriate reparative responses) • Thank you for listening <p>Example - 'Bob, I have noticed you chose to keep talking. You are stopping the other children on the table from doing their work. You are breaking the school rule of being ready. You will have to put this right by working at playtime to do the 2 minutes you have wasted. The reparative response may need to be to go to another classroom or adult for thinking time in order to give space away from the environment to calm down and return with a fresh start. After returning, the child may need to put things right e.g. by using an apology and by cleaning up a mess they have made, or finishing work missed.</p>

For serious incidents of behaviour, such as those listed above, a swift response may be needed to keep everyone safe.

If it is felt the behaviour is deliberate and a reminder and warning is not necessary or if the behaviour is harmful and needs to be stopped immediately; steps one and two may be missed and the child may be sent or taken for thinking time (step 3) straight away. The reparative response will still be used on the child's return.

If the behaviour is of a serious and deliberate nature, particularly any which involve assault on a staff member or any prejudice based abuse (such as racism) SLT will be informed as soon as reasonably possible and will contact the child's parent or carer to discuss.

Reparative Responses (Sanctions)

- The conversation needs to make it clear that unacceptable behaviour affects others and the school community
- avoid being applied to a whole group for the activities of individuals
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- be in proportion to the offence.
- be a way to repair the damage done by the behaviour

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Standing with the member of staff on duty if unacceptable behaviour happens outside.
- Time out within the classroom
- Sending the pupil out of the class
- Expecting work to be completed at break or lunchtime
- Loss of outside play
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers if a child has step 3 – this should also be recorded on arbor
- Putting a pupil on a tracker

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that an adult should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil.

1. What happened? (use neutral, dispassionate language.)
2. How were you feeling at the time?
3. Who has been hurt/upset/affected?
4. What did you do / should we do to put things right?
5. What shall we do next time so that this doesn't happen again?

Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a fresh start for the child.

If child has become dysregulated, the stepped approach will not work as they have 'flipped their lid' or their alarm brain is on. They are not able to use their rational, logical, language understanding brain parts.

To help:

- Offer space to cool off – quiet space (reading corner), calm down box, work in another classroom. Not a punishment as such.

E.g. Bob you seem to be finding things really difficult right now. What will help you to keep calm?

Monitoring Behaviour

Phase leaders will be alerted if a child has been put on arbor. They will then have a follow up conversation with the child within 2 days to discuss it. If the child is in a phase leader's class then either the HT or DHT will have the follow up conversation.

The HT or DHT will try and do a daily 5-10 minute walk around the school to monitor behaviour and challenge those children who are not showing that they are being ready, respectful or safe.

Where behaviour is not improving, the child will be put on a tracker which is then monitored by SLT on a daily basis.

7.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.7 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will ideally be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8. Serious sanctions

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour and adapting sanctions

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

The school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Signed: _____ (Chair of Governors)

Date Agreed by Governors: Summer Term 2024 (11 July 2024)

Date of Renewal: Summer Term 2025