



Behaviour Policy

Article 3 – The best interests of the child must be a top priority in all actions concerning children.

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Nova Primary School Governor Information	
Model Policy	No
Local Changes	
Customisation*	
Originally Adopted	Spring 2011
Last Review Date	Autumn 2024
Next Review Date	Autumn 2025
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
28.02.13	1	Addition of children’s rights	
May '14	11	Traffic lights uniformly across school	
Nov '14	4	Thrive principles	
	4	Running interventions – Lunchtime Club	
	5	Section on ELLI learning behaviour	
	7	Additional monitoring by AHT	
	9 & 10	Inclusion of lunchtime in flow chart	
Sept '16		School values; PLACE; Headteacher’s award Stickers and other incentives; Golden Tickets; Pink Slips/Class Dojo points; use of	

		SIMS; Lunchtime arrangements; behaviour duty; removal of word choice from orange and red slips	
September 17		Removal of Thrive and addition of attachment-friendly; growth mindset and flipping our lids, as explicit strategies; Amendments to Appendices D-F to outline new provision and arrangements for Rights Reflection; example of email that parent may receive to discuss inappropriate behaviour	
September 18		Changes in all areas in line with INSET training from Pivotal Education*	
September 19	Section 4	Changes to define behaviours & consequences more clearly Removal of 30 day pledges Addition of Team Teach Addition of appendixes	
May 2020	Addendum 1	Additional section to outline procedures for challenging behaviour needed to ensure social distancing and wellbeing due to Coronavirus outbreak and reopening of school to some children.	
July 2020	Addendum 1	Additional section to outline procedures for challenging behaviour needed to ensure safety and wellbeing due to Coronavirus outbreak and reopening of school to all children.	
September 2020	Addendum section 2	Consequences changed to include lunchtime restoration. Added reviewed child friendly poster.	
January 2021	Addendum 1	Reviewed to be in-line with current risk assessment procedures	
February 2021	Addendum 1	Amended consequences for time-out in partner class Added SLT initials for lunchtime restoration Amended child friendly poster to reflect consequences	
July 2021		Removed COVID addendum following government guidance	
July 2021	Step 2, page 5	Addition of: Further Scripted Behaviour Intervention¹ and direction towards regulation station explained: 5 minutes for KS1 children accessing regulation strategies 10 minutes for KS2 children accessing regulation strategies Which removes 'partner class' and term sanction	
July 2021	Page 6	Internal inclusion added Learning Mentor added	
July 2021	Page 4	Removal of ELLI animals as means of teaching learning behaviours	
July 2022	Page 5	Replacement of term 'steps' for 'strategies'	Strategic decision to avoid overuse of the term 'step'
July 2022	Page 5	Addition of Headteacher awards in section 3	In line with current practice

July 2022	Page 5	Addition of focus on 'immediate' recognition- verbally, post-it notes on work/desk/ stickers	New focus for practice across school
July 2022	Page 6	Updated visual of strategies to support	Removal of term 'step' and some changes to procedure
July 2022	Page 7	Addition of 'These behaviours may require support from member(s) of the Learning Support Team or Senior Leadership Team and will be followed by a lunchtime restoration session.'	In line with current practice
July 2022	Page 8	Replacing terms 'rule' with expectation and 'restorative' with reflection.	New focus for practice across school- clearer language
August 2023	Page 4	Inclusion of Zones of Regulation, mindfulness and ELSA	Increased focus on these to support behaviour
August 2023	Page 5	Change 'Consequences' as a subtitle to 'Reflection and Restoration'	Need for positive language
August 2023	Page 6	Refers to use Zones of Regulation as part of gentle reminder' script.	Increased focus on Zones
December 2023	Page 5	Add term 'Regulation' to subtitle 4	Consideration of language in trauma informed response
December 2023	Page 6	Change title to 'struggle to uphold' and 'support to regulate'	Consideration of language in trauma informed response
December 2023	Page 6	Change of titles in left column to self-regulation, co-regulation, and reflection and restoration	Consideration of language in trauma informed response
December 2023	Page 8	Appendix 1 changed from scripts to sentence starters	Consideration of language in trauma informed response
December 2023	Page 6	Changed wording on table e.g. 'will need to go' to 'can go', focus on labelling feelings and removal of 'expectation' and 'I need to see'. Change 'paired class' to an additional regulation strategy. Addition of creating individual plan and seeking support from external agencies.	Consideration of language in trauma informed response
December 2023	Page 6	Changed the trigger for parent meeting to 2x SLT reflection in a two-week period, and rewrite of whole section to reflect reflective and restorative practice	In line with change to practice
December 2023	Appendices	Addition of appendix – behaviour recording chart and example template of 'Behaviour as a communicator' plan	Addition of relevant documents that support policy
December 2023	Page 7	Removed reference to 'repeated defiance' to 'repeated refusal to accept support.'. Removal of learning mentor and addition of ELSA practitioner	Staff changes
July 2024	Page 5	Addition of word simple before recognition board	In line with change to practice
July 2024	Page 5	Removal of whole school challenge and addition of collaboration to ear class connection- building activity	In line with change to practice
July 2024	Page 5	Addition on 'text messages	In line with change to practice

At Nova Primary School, we have two golden rights:

- ✓ Everyone has the right to learn
- ✓ Everyone has the right to feel happy and safe

These are achieved by all stakeholders upholding our school values of **Trust, Friendship, Discovery and Success**.

This policy should be read in accordance with our Safeguarding, Exclusion, Positive Handling & Anti-Bullying Policies

1 Aims

At Nova Primary, we have a positive approach to behaviour, underpinned by the Pivotal Education² pillars of practice. We use this approach with the aim of children demonstrating behaviour that is ready, respectful and safe towards all.

These are:

1. Consistent, calm adult behaviour
2. First attention for best conduct (recognition for those who go *above and beyond*)
3. Relentless routines (to promote consistency)
4. Scripting any difficult interventions
5. Restorative follow-up conversations (if a behavioural intervention has been necessary)

2 Our Ethos

All stakeholders help children behave well by:

- ✓ Commitment to building positive relationships with children, greeting them with a smile and showing an interest
- ✓ Communicating with children with clarity and positivity
- ✓ Seeking to find the underlying causes for the behaviour, including identifying any additional needs, so that we can support the child effectively
- ✓ Supporting all children in how to reflect upon their behaviour when things go wrong
- ✓ Teaching children strategies to cope with setbacks through regular high-quality PSHEE lessons, the use of zones of regulation, the teaching of mindfulness and individual ELSA sessions
- ✓ Encouraging and appreciating children's efforts
- ✓ Recognising effort towards 'personal best'

Governors and leaders will support staff by:

- ✓ Modelling outstanding behaviour management

² Pivotal Education are an education training provider specialising in behaviour management

- ✓ Providing high-quality CPD that promotes good behaviour
- ✓ Overseeing and implementing rigorous systems that monitor behaviour
- ✓ Facilitating bespoke support for adults and children
- ✓ Delivering engaging and meaningful assemblies
- ✓ Celebrating the individual and collective successes in implementing this policy

Classroom practitioners will:

- ✓ Set clear and high expectations for behaviour for all parts of the school day
- ✓ Write class charters with children relating to school values and golden rights
- ✓ Use class recognition boards to celebrate those children that go 'above and beyond'
- ✓ Teach the children about positive learning behaviour
- ✓ Follow the behaviour policy strategies consistently when managing behaviour
- ✓ Adapt the behaviour policy strategies when needed for children with additional needs

3 Recognition and appreciation

These positive tools are the key to the success of this policy:

- ✓ Focus on 'immediate' recognition- verbally, post-it notes on work/desk/ stickers
- ✓ Consistent use of appreciation for going 'Above and Beyond'
- ✓ Simple class recognition boards: to recognise individual upholding of school values, effort, kindness and achievement- "I noticed you.... thank you...."
- ✓ Collaboration (not competition or displaying names) to achieve a connection-building activity (e.g. class team games, den-building) as a class, through e.g. collecting marble in a jar, stars on a board
- ✓ Positive verbal feedback e.g. telephone calls home to family members and verbal praise in public
- ✓ Written feedback to celebrate great learning behaviour e.g. postcards home, positive comments in books, tweets to share success with school community, text messages
- ✓ Weekly Nova Star awards to be given in Celebration Assembly.
- ✓ Termly 'Above and Beyond' awards displayed in school entrance
- ✓ Senior Leadership 'Hot Chocolate Friday' for Nova Star winners
- ✓ Headteacher awards for exceptional demonstration of our school values

4 Regulation, Reflection and Restoration

At times, children may struggle to uphold our values and golden rights. This might be presented in a variety of ways:

- Distracting others from their learning
- Inappropriately responding to adults
- Repeated defiance and refusal
- Shouting out
- Disrespectful body language

What happens when we struggle to uphold our golden rights?

How will adults support us to regulate?

We can always turn things around!



I might need a gentle **reminder** of expectations for behaviour and why they are important, with a consideration to what Zone I might be in.
"Remember that we always look after the felt pens so that they last longer and everyone gets to use them. I wonder what zones you are in and what strategies might help you."



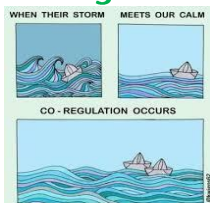
I may then need a **mini-chat** & offer of help
"I've noticed that..."
"I can see why you might be feeling..."
"Can you remember when..."
"How about we go.....until you are ready to....."
"I am here to keep you safe so I need you to...."
"Thank you"

Self- Regulation



A teacher or a supportive adult will **check in** with me after 5 minutes...
If I am following our golden rights, I can be really pleased with myself.
"It is so great to see how you have ...- well done and thank you."
If I am still struggling, I can go to the regulation station and use one of the strategies available to me. I may use these strategies at my own workstation instead.
"Some time using the strategies will really help you to be ready to learn again."
5 minutes for KS1 children
10 minutes for KS2 children
"It is so great to see how you have ...- well done and thank you."

Co-regulation



Sometimes, I might still find things challenging. My teacher or another supportive adult, will help me to find a different tool or strategy that helps me to regulate and be ready to learn again.
"It is so great to see how you have ...- well done and thank you."

Reflection and Restoration



If I am continuing to find things challenging, I will take part in a reflective and restorative conversation with a relevant adult, when I am ready to engage. This will help me to understand why thing went wrong and what I can do differently in the future. It will also help me to repair and improve my relationship with those affected.
In some instances, the reflective and restorative conversation may take place with a Senior Leader during lunchtime. This may include instances where multiple reflective and restorative conversations have taken place with other relevant adults within a one-week period or when a more serious behaviour has taken place.
My parents/ carers will be informed when a reflective and restorative conversation has taken place with a relevant adult or Senior Leader.
If I have more than two reflective and restorative conversation with a Senior Leader within a two-week period, it may result in a meeting between my parents/carers, class teachers and the school leader. This may involve creating individual plans to support me in school or seeking support from outside agencies.

When this occurs, we implement the following strategies:

Some behaviours are more serious such as:

- Physical violence: hitting, spitting, kicking or any other aggressive behaviour towards other children or adults
- Discriminatory, abusive and offensive language towards other children or adults
- Throwing objects which may compromise the safety of children or adults or damage school property
- Repeated refusal to accept support or follow guidance from adults
- Leaving the classroom/school/school grounds
- Serious/deliberate disruption of lessons that stops teaching and learning or causes the class to be moved elsewhere.

These behaviours may require support from member(s) of the Learning Support Team or Senior Leadership Team and will be followed by a lunchtime reflection session. If pupils are displaying behaviour that puts their safety or others at risk, the school may be left with no alternative but to use a period of internal exclusion or fixed term external exclusion (see exclusion policy). External exclusions will be followed by a reintegration meeting with a senior member of staff.

Several members of staff are Team Teach⁴ trained so that they can safely physically intervene in situations where a child's or member of staff's safety is at risk. De-escalation strategies will be used firstly and staff will only intervene physically when it is reasonable, necessary and proportionate. All Team Teach incidents will be recorded and signed in a bound book. Parents will be notified when physical intervention has been necessary to keep their child safe. See Positive Handling Policy for further information.

5 Monitoring and Evaluation

The Senior Leadership Team will monitor this policy each seasonal term and report to Governors and staff on its progress and effectiveness.

A behaviour team, consisting of Headteacher, Deputy Headteacher, Inclusion Lead, Lead Learning Mentor and ELSA practitioner, will monitor the impact of the policy and ensure key actions are carried out effectively through a rigorous behaviour tracking system. Staff will be updated where necessary.

This policy applies to all children in school. For children with additional needs, the policy may be adapted in order to be inclusive, and support the success of teaching good behaviour.

⁴ Team Teach are an education training provider specialising in behaviour management with the aim to safeguard people and services whilst helping to reduce risk, restraint and restriction.

Appendix 1: Scripted sentence starters

Recognise the child's feelings and empathise with them.

I've noticed that....

I am wondering....

Label the child's feelings and validate them.

That must have been difficult

I can see why that would leave you feeling

Remind them of another recent occasion when they have been successful at something.

Can you remember when...

Offer the child an alternative.

How about we go until you are ready to

Set limits on behaviour if needed.

I am here to keep you safe so I need you to Thank you.

Appendix 2: Reflective Conversation Key Questions

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) How did this make people feel?
- 5) Who has been affected and how?
- 6) What should we do to put things right?
- 7) How can we do things differently in the future?

Appendix 3: Behaviour recording sheet

Year: _____ Class: _____ Nova Behaviour Monitoring Week: _____ Term: _____

Child's name	Monday	Tuesday	Wednesday	Thursday	Friday
	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L
	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L
	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L
	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L
	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L
	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L
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	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L
	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L	SR CR RR L

Too often we forget that discipline really means to *teach*, not to punish. A disciple is a student, not a recipient of behavioral consequences.

- Dr. Dan Siegel, *The Whole-Brain Child*

Appendix 4: Behaviour as a communicator template plan



Behaviour as a Communicator of Emotion for _____

What does ? says/does....	What is ? trying to communicate to us...?	What does ? need?