



# Northfield Primary and Nursery School Behaviour Policy

## Introduction

### 1. Purpose of the policy

The purpose of this Behaviour Policy is to set out the principles, expectations, and strategies that underpin behaviour management at Northfield Primary and Nursery School. It aims to ensure that all pupils can learn in a safe, calm, and supportive environment, and that staff can teach and lead effectively without unnecessary disruption. The policy provides clear guidance on promoting positive behaviour, preventing inappropriate conduct, and addressing any incidents consistently and fairly.

### 2. Legislative and statutory context

This policy has been developed in line with statutory requirements, including:

- Section 89 of the Education and Inspections Act 2006, which requires the Headteacher to determine measures to promote good behaviour, self-discipline and respect; prevent all forms of bullying; and ensure pupils complete their work and regulate their conduct.
- DfE Behaviour in Schools: Advice for Headteachers and School Staff (2022), which emphasises the importance of creating a calm, orderly, and safe environment, setting high expectations, and applying rules consistently.
- Other relevant legislation and guidance, including the Equality Act 2010, Children Act 1989, and the SEND Code of Practice, which inform our inclusive and supportive approach to behaviour management.

### 3. Aims of the policy

This Behaviour Policy aims to:

- Foster a school culture where pupils feel safe, respected, and ready to learn.
- Promote positive relationships between pupils, staff, and the wider community.
- Encourage pupils to take responsibility for their own behaviour and understand the impact of their actions on others.
- Support staff in managing behaviour consistently, fairly, and effectively.
- Provide clear procedures for recognising and rewarding positive behaviour, and addressing inappropriate conduct, including bullying and discrimination.

- Ensure that behaviour management practices reflect the school’s values of respect, honesty, trust and care, are inclusive, and meet the needs of all pupils, including those with special educational needs and disabilities (SEND).

#### **4. Principles of behaviour**

At Northfield Primary and Nursery School, our behaviour culture is underpinned by the following principles:

- High expectations of conduct are consistently applied and modelled by all staff.
- Behaviour is taught, recognised, and reinforced through positive strategies, clear routines, and constructive feedback.
- Staff use restorative approaches to help pupils understand and learn from their actions.
- Inclusion, fairness, and empathy are central to how we manage behaviour, ensuring that all pupils are supported to succeed.
- Effective behaviour management is a collective responsibility shared by all members of the school community.

Our principles of behaviour are outlined in our “Best Behaviour – The Northfield Way” contract:

- Wonderful walking: we keep everyone safe.
- Marvellous manners: we show respect to everyone.
- Sensible sitting: we are ready to listen and learn.
- Best behaviour: we ensure everybody learns in a safe environment.

#### **4.1 Trauma-informed approach**

We practise a trauma-informed approach in our school. This approach recognises that some of our children may have experienced adverse events (ACEs – adverse childhood events) that affect their learning, behaviour, and emotional wellbeing. The approach focuses on creating a safe, predictable, and supportive environment where children feel understood and valued. Our staff are sensitive to triggers, respond with empathy, and provide consistent routines and clear expectations. Our strategies include building strong relationships, offering opportunities for self-regulation, and embedding social-emotional learning across the curriculum. By prioritising safety, trust, and connection, a trauma-informed approach helps children to develop resilience, engage positively in learning, and build healthy relationships with peers and adults.

## **5. Behaviour vision statement**

At our school, we believe that positive behaviour creates a safe, caring and inspiring environment where every child can thrive. Our vision is for all pupils to show respect, kindness and responsibility in everything they do. We encourage children to make thoughtful choices, celebrate their successes and learn from their mistakes. Through clear expectations, consistent support, and strong partnerships with families, we aim to develop confident, considerate learners who contribute positively to our school and wider community.

Our school is committed to promoting a culture where positive behaviour is valued, expected and celebrated. We believe that every member of our community has the right to feel safe, respected and ready to learn. Good behaviour is taught, modelled and reinforced through clear expectations and consistent responses. We recognise that behaviour is a form of communication and seek to understand and support individual needs while maintaining high standards for all. Our approach is rooted in fairness, inclusion and restorative practice, helping pupils to take responsibility for their actions and develop the social and emotional skills needed to be respectful, resilient and ready for life in modern Britain.

## **6. Roles & responsibilities**

### **6.1 Governing board**

- Approve and review the Behaviour Policy annually.
- Monitor behaviour trends, incidents, and effectiveness of strategies.
- Ensure the school fulfils its statutory duties regarding behaviour, safeguarding, and equality.

### **6.2 Headteacher**

- Establish and maintain the school's behaviour culture and expectations.
- Lead by example in modelling positive behaviour and calm, consistent responses.
- Ensure staff are supported with training, resources, and guidance to implement the policy effectively.
- Investigate serious behaviour incidents and apply sanctions fairly.

### **6.3 Senior leadership team (SLT)**

- Support staff in implementing the Behaviour Policy consistently.
- Monitor behaviour data and patterns to identify areas for improvement.

- Support restorative approaches and ensure inclusion and fairness in behaviour management.

#### **6.4 Staff**

- Always model respectful behaviour and positive relationships.
- Teach, reinforce, and maintain high standards of behaviour in classrooms and across the school.
- Apply rewards and sanctions consistently and fairly, in line with this policy.
- Identify and support pupils who need additional help to meet behaviour expectations.

#### **6.5 Pupils**

- Understand and follow the school's behaviour expectations.
- Take responsibility for their own actions and the impact on others.
- Show respect to all members of the school community.
- Participate in restorative conversations where appropriate.

#### **6.6 Parents and carers**

- Support the school's behaviour expectations and guidance.
- Work with staff to address any behavioural concerns or incidents.
- Encourage positive behaviour and model respect and responsibility at home.

### **7. Routines and expectations**

- Clear classroom routines are established and consistently applied to provide predictability and structure.
- Pupils are expected to move safely and calmly around the school, demonstrating respect to staff, peers, and school property.
- Lessons begin promptly and follow agreed procedures for settling pupils and starting to learn.
- Staff use consistent language and signals to reinforce expectations.
- Transitions, breaks, and assemblies are supervised to maintain safety, calm, and positive conduct.

### **7.1 Lesson time expectations**

During lesson time in our classrooms, our clear behaviour expectations help create an environment where all our children can focus and learn. Our children are encouraged to listen attentively, follow instructions promptly, and respect both the teacher and their peers. Routines such as raising hands to speak, staying on task, and using equipment safely provide structure and consistency. Positive reinforcement, such as verbal praise, supports adherence to these expectations, while calm and consistent reminders guide children who need additional support. By setting and maintaining clear expectations, our teachers foster a respectful, focused, and productive learning environment.

### **7.2 Movement and conduct around school expectations**

In our school, we have clear expectations for conduct and movement around the school. This helps ensure safety, respect, and smooth transitions. Our children are expected to walk quietly in corridors, and transition calmly between activities, between classrooms, the hall, and outdoor areas. Our children should show respect for others by waiting their turn, holding open doors, listening to staff instructions, and caring for school property. Reinforcing these expectations with modelling, consistent reminders, and positive recognition encourages our children to take responsibility for their behaviour and contributes to a safe, orderly, and respectful school environment.

### **7.3 Growth mindset language expectations**

At Northfield Primary and Nursery School, all staff use language that encourages a growth mindset, helping pupils see learning as a process and mistakes as opportunities to improve. Staff focus on praising effort, perseverance, resilience, and strategies rather than innate ability. Statements such as “You worked hard on that problem” or “What strategy could you try next?” model constructive thinking and promote self-reflection. Teachers are expected to challenge fixed mindset language, guide pupils to view challenges positively, and consistently reinforce the belief that abilities can develop with dedication, practice, and curiosity. This approach supports pupils in becoming confident, independent learners who embrace challenges and learn from setbacks.

### **7.4 Growth mindset language in the classroom**

- Praise effort, strategies, and persistence, not just results.
- Encourage reflection: “What can you try next?” or “How did you solve that?”
- Model positive thinking about challenges and mistakes.
- Avoid fixed mindset language like “You’re just not good at this.”
- Support pupils to see learning as a process and growth as achievable.

## **7.5 Learning environment expectations**

Creating a positive learning environment in a primary classroom is essential to supporting appropriate behaviour. By establishing clear expectations, consistent routines, and predictable structures, children understand what is acceptable and feel secure in their learning space. A supportive environment also includes visual cues, engaging resources, and opportunities for children to make choices, fostering independence and self-regulation, without cognitive overload.

## **7.6 Class charters**

Each class has a class charter in their classroom. These rules are discussed and decided upon as a class, so that the children have full involvement in the creation of their charter. This gives them a sense of ownership and of belonging. The charter is then used and referred to throughout the year. It may be adapted or edited as the year progresses.

## **7.7 Key elements to support positive behaviour in the classroom**

- Visual timetable – Helps children understand the day’s routine.
- Clear classroom charter – simple, positive, and visible.
- Consistent routines – predictable procedures for smooth transitions.
- Organised learning areas – defined spaces for activities and resources.
- Visual cues – a visual timetable.
- Reward and recognition system – DOJOs and stickers for praise. A “wow” wall for celebrating effort.
- Quiet/reflection area – “zen den / zen zone” space for self-regulation and calming down.

## **7.8 Behaviour and conduct out of school**

We have a duty to investigate unwanted behaviour outside of the school premises “to such an extent as is reasonable” (DfE Behaviour in Schools 2024).

If an incident outside school is brought to our attention, or if an incident has been witnessed by a member of staff, we will work alongside the parents/carers (and if appropriate with other agencies if safeguarding is a concern) to address the unwanted behaviour of the child. This could involve putting into place appropriate sanctions. We work with the parents very closely in these situations, and we ensure that we interview all children involved. Parents are encouraged to support school at home by sanctioning appropriately.

Conduct outside school which could lead to sanctions includes:

- When taking part in any school-related or school-organised activity.
- Travelling to and from school.

- When wearing school uniform in the community.
- Bullying or posing a threat to another child.
- Adversely affecting the reputation of the school.
- Behaviour online.

## 8. Rewards

- Positive behaviour is consistently recognised and celebrated through praise, stickers, certificates and DOJO points.
- Public recognition in Gold Book assemblies and displays highlights positive behaviour, effort, and achievement.

## 9. Sanctions

Sanctions are applied consistently, fairly, and proportionately, and are aimed at helping pupils learn from their behaviour. They may include:

- **Verbal reminders** and clarification of expectations.
- **Time-out or reflection** within the classroom or designated area. The zen den and corridor can be used for this.
- **Restorative conversations** to repair relationships and address the impact of behaviour.
- **Loss of privileges** such as playtime or school responsibilities.
- **Parent/carer involvement** for persistent or serious incidents.
- **Internal exclusion (with SLT) or external suspension** for extreme or repeated behaviour, in line with statutory guidance.

### 9.1 Key Principles for sanctions:

- Consequences are immediate where possible, proportionate, and explained clearly.
- Focus is on learning, reflection, and preventing repetition.
- Staff consider individual needs, circumstances, and any SEND or safeguarding factors.
- Serious incidents are recorded and monitored to ensure patterns are addressed and support is provided.

### 9.2. Suspensions

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Suspension will be considered in response to a serious incident or in response to persistently poor behaviour which has not improved following in-school sanctions and/or interventions. Suspensions are put in place following an incident of:

- Physical assault against a pupil and/or an adult.
- Verbal abuse or threatening behaviour against a pupil and/or an adult.
- Use, or threat of use, of an offensive weapon.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

This is a non-exhaustive list. It is not definitive, and each incident will be considered on an individual basis. (See “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement” DfE August 2024.)

The length of the exclusion depends on the severity of the incident or offence. The Headteacher will use his professional judgement in each case, and will consider the individual circumstances of the child involved.

Re-integration meetings following a fixed-term suspension

Re-integration meetings always follow an exclusion, as part of our restorative practice.

These meetings involve the child and the parent(s). The purpose of the meetings is to discuss strategies to enable the child to return to the class and to help the child to return to mainstream education successfully without a recurrence of the behaviour which led to the exclusion.

## **10. Behaviour expectations of children with SEND**

Our culture should consistently promote high standards of behaviour and provide support for all children. Our whole-school approach meets the needs of all of our children including those with SEND. All children need to belong to our school community; high expectations are in place for all children.

Our school has a good behaviour culture with a calm environment which benefits those children with SEND, and so they are able to learn.

Children with speech, language and communication needs might not understand a verbal instruction, and this needs to be taken into account. However, although provision and support will be put into place in this instance, it does not follow that every incident of misbehaviour will be connected to the child's SEND.

We always use our "best endeavours" to meet the needs of those with SEND (Children and Families Act 2014) and if a child has an EHCP, we try to anticipate any likely triggers of misbehaviour and put support in place to prevent this. (See appendix 1 Individual behaviour plans) Support might include:

- Short "brain breaks" for the child.
- Adjusting the seating plan.
- Adjusting uniform requirements.
- Training staff appropriately.

### **11. Monitoring & evaluation of behaviour**

- The Headteacher and Senior Leadership Team (SLT) regularly monitor behaviour across the school to ensure consistency, fairness, and effectiveness.
- Behaviour data, including incidents, sanctions, and rewards, is analysed termly to identify trends, areas for improvement, and groups of pupils who may need additional support.
- Staff conduct regular classroom visits to ensure routines, expectations, and behaviour management strategies are applied consistently.
- Feedback from pupils, staff, and parents/carers is gathered to inform ongoing policy development and improve the school's behaviour culture.

### **12. Recording behaviour**

- All significant behaviour incidents, including serious or repeated misbehaviour, are recorded using CPOMS under the title "BEHAVIOUR".
- Records include the nature of the incident, staff involved, actions taken, and any follow-up or restorative measures.
- Behaviour records are reviewed regularly by SLT to ensure trends are addressed, interventions are appropriate, and statutory requirements are met.
- Confidentiality is maintained in line with safeguarding and data protection requirements.

### **13. Anti-bullying measures**

- Bullying in any form, including verbal, physical, cyber (online), or discriminatory behaviour, is not tolerated.
- The school promotes a culture of respect, inclusion, and empathy, and explicitly teaches pupils about positive relationships, online safety, and conflict resolution.
- All bullying incidents are recorded, investigated, and addressed promptly.
- Victims are supported, perpetrators are guided through restorative approaches, and parents or carers are informed as appropriate.
- Regular anti-bullying awareness activities, assemblies, and PSHE lessons reinforce the school's commitment to a safe and respectful environment.

### **14. Review of the behaviour policy**

- This Behaviour Policy is reviewed annually by the Headteacher, SLT, and Governing Board to ensure it remains effective, compliant with legislation, and aligned with current guidance.
- Updates may be made in response to monitoring, evaluation, feedback, changes in statutory guidance, or emerging best practice.
- Staff, pupils, and parents/carers are informed of significant changes to the policy, and any updates are published on the school website.

### **Conclusion**

This policy provides a clear framework for promoting positive behaviour, maintaining a safe and inclusive environment, and ensuring that all pupils can thrive. It supports the school's vision and statutory duties while fostering a culture of respect, responsibility, and resilience.

**Julian Fieldwick – February 2026**



Appendix 1: individual behaviour plan example

| <b>Child's name:</b>  | <b>Date of plan:</b> | <b>Review date:</b>   |
|---|----------------------|---|
| <b>Observed behaviours/behaviours to reduce:</b>  |                      | <b>Known triggers for behaviours:</b>   |
| Negative/defiant/oppositional behaviours, which might include: <ul style="list-style-type: none"> <li>• Kicking walls.</li> <li>• Throwing property belonging to school.</li> <li>• Walks into areas, incl. outside.</li> <li>• Refusing / defying / declining offers of support.</li> <li>• Ignoring adults and communication shutdown.</li> </ul>                                     |                      | <ul style="list-style-type: none"> <li>• Not wanting to follow instructions.</li> <li>• The demand of working independently.</li> <li>• Transitioning from one activity to another activity. E.g. coming in from playtime.</li> <li>• Unstructured play coming to an end.</li> <li>• Wanting 1:1 attention.</li> <li>• Work avoidance.</li> <li>• The impact of behaviours outside of school.</li> <li>• Being late and unprepared for school.</li> </ul> |
| <b>To try to prevent the behaviour(s), staff will:</b>  |                      | <b>If an incident occurs, staff will:</b>   |
| <ol style="list-style-type: none"> <li>1. Give time to decompress at the start of the day.</li> <li>2. Ensure that has regular sensory breaks- this could include tasks within the classroom (colouring).</li> <li>3. Pupil voice – asking what s/he would like to become calm.</li> <li>4. Teaching staff to explore emotional understanding through support. Log on CPOMS.</li> </ol> |                      | <ol style="list-style-type: none"> <li>1. Use restorative approaches to discuss what has happened / try to ascertain any triggers.</li> <li>2. Keep calm, use a calming voice.</li> <li>3. Use the calming cards.</li> <li>4. Use distraction techniques. Use of other adults if needed.</li> <li>5. Use time out strategies- use a visual aid alongside this.</li> </ol>   |