

Nonsuch Primary School

This policy is embedded in our school's mission statement of, 'Working Together We All Achieve'.



Policy	Positive Behaviour and Learning Culture Policy
Date	September 2025
Date for review	September 2026

We serve our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure and nurtured.

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Positive Behaviour and Learning Culture Policy

Purpose of the positive behaviour and learning culture policy

To provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

The positive relationship and behaviour policy is for all staff, pupils, parents, carers, governors, visitors and partner agencies working within the schools and provides guidelines and procedures as to how our school supports and responds to behaviour.

Nonsuch is committed to the emotional health and wellbeing of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole community.

Nonsuch Primary School is committed to creating an environment where exemplary behaviour is at the heart of the learning culture and productive learning. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same.

Our Positive Behaviour and Learning Culture Policy guides staff to teach self-regulation. It is underpinned by our key learning behaviours of **'Ready, Respectful and Responsible'**.

At Nonsuch Primary School we aim to:

- Build a community, which values kindness, care, good humour, good temper, respect and empathy for others.
- Promote community cohesion through improved relationships.
- Ensure that excellent behaviour is a minimum expectation for all.
- Create a culture of exceptionally good behaviour; for learning, for the community, for life.
- Ensure that all learners are treated fairly, shown respect and promote good relationships.
- Refuse to give learners attention and importance for poor conduct.
- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches.

- Help learners take control over their behaviour and are responsible for the consequences of it.

Roles and responsibilities

All staff must:

- Take time to welcome children at the start of the day and each session
- Be ready to connect with pupils before they correct them
- Always address children who are struggling to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Responsible'
- Always redirect children by referring to our Nonsuch Values
- Prepare the children for home time calmly and send them home on a positive note and in a calm manner.
- Consistently use 'The Recognition Board'
- Follow up every time, retain ownership and engage in reflective dialogue with our learners.
- Ensure that the Arbor Behaviour Logs are accurate and represent the issue at hand
- Ensure that parents receive a telephone conversation regarding behaviours where appropriate
- Ensure that the consequences of actions are in place in circumstances that warrant it.

The Headteacher and The Senior Leadership Team must:

- Take time to welcome learners and their families at the start of the day.
- Be a visible presence around the school, particularly at busy transition times.
- Regularly share good practice.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use Arbor Behaviour Points to target and assess interventions.
- Support teachers in managing children with more complex or distressed behaviours.

The Role of the Headteacher:

- It is the responsibility of the headteacher to implement the school Positive Behaviour and Learning Culture Policy consistently throughout the school.
- Report to the governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Support the staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.
- Keep records of all reported serious incidents of behaviour.
- Give a suspension (formerly known as a fixed term exclusion) to individual children for serious acts of misbehaviour. For repeated or very serious acts

of anti-social behaviour, the headteacher may permanently exclude a child.

See exclusions policy.

The Role of the Behaviour Leads:

Senior Behaviour Leader: Mrs Sanders (Headteacher)

Behaviour Leaders for EYFS and KS1: Miss Wyatt (Assistant Headteacher)

Behaviour Leader for KS2: Miss Morewood (Assistant Headteacher)

Behaviour Leaders are not expected to deal with behaviour referrals in isolation.

Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Behaviour leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of 'relentless routines', Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified, reported back to the Headteacher and targeted
- Make sure that the 'restorative conversations' are completed

The role of parents/carers:

- The parents/carers collaborate with the school so that children receive consistent messages about how to behave at home and at school.
- We expect parents/carers to read and support the Learning Behaviours (Ready, Respectful, and Responsible).
- We expect parents/carers to support their child's learning and co-operate with the school as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences to help a child follow the school rules and learn well, we expect parents/carers to support the actions of the school.
- Sign a Home School Contract
- Attend all parental consultations during the year
- Inform school as soon as possible if they have a concern about their child's behaviour, or the behaviour of another child towards their child
- Sign the Schools Code of Conduct.

The role of pupils

- To learn to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To uphold the school's learning behaviours of 'Ready, Respectful, Responsible'.

- To display the six school values from our Values Curriculum
- To follow the instructions from the staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To take a pride in themselves, their class and their school.
- To move around the school and work in a quiet, orderly manner.
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

The role of governors:

- The Local Academy Board is responsible for setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour, but governors may advise the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Behaviour and Culture for Learning

Managing behaviour

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Raise their hand for attention and not raise their voice
- Use non-verbal cues to support a calm, non-shouting environment
 - Lower hands = children to sit down
 - Raising a hand to ear = children to listen
 - Fingers on lips = children to be quiet
 - Twizzle of the finger = child(ren) to turn around
 - Pointing at eyes = children to look at the teacher
 - Raise hand = all children to place hands calmly on the table, releasing any objects from their person, place feet on the floor and look at the teacher showing that they are ready to listen.

Children want teachers to:

- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Positive Strategies Used to Develop Behaviour:

All adults in the school will use the following positive strategies consistently. They are designed to ensure that 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who show Nonsuch Values and go over and above. Ways that children will be recognised for doing so:

A Praise Postcard Home/Letter Home from Head Teacher

The Praise Postcard is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children once they have reached the threshold of collecting a certain amount of house points. 'The positive notes enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

Allocation of House Points:

A further emphasis on working together as a team is emphasised through our allocation of house points. At Nonsuch Primary School, there are four houses. These are Earth, Fire, Water and Air. All of these houses have a staff member who is the Head of the House (see Appendix 2). Additionally, these heads of houses are DSL trained. These houses are a mix of children from across the school who work collaboratively to earn as many house points as possible. Children are placed in the same house as their siblings. These house points can be independently earned through house competitions such as sports day and other competitions. There is a group activity for the winning house at the end of the half-term. There are multiple ways that children can earn house points. See Appendix 1 for the house points chart.

The Winning Houses:

Every house has a head of house run by a staff member. Additionally, every house has a house captain, who is a student. The winning house can decide on its half-termly treat through a voting system run by the house captain.

The Winning Individuals:

At the end of every term, a headteacher's assembly is delivered. The top 10% of children with the most house points will receive a certificate at the headteacher's assembly. Parents are invited if their child has been nominated.

Certificates and special assemblies

Nonsuch values certificates awarded in values assembly (Monday)

One child is selected each week by the class teacher. The children are selected based on the previous week's value and if they displayed it well. They will receive a certificate and a 'Values Champion Card' from the deputy head. Children are sat in their classes for this assembly.

Nonsuch academic praise assembly (Friday)

The headteacher and SLT will deliver this. The class teachers will choose one child from every class for the PE award that week. Additionally, class teachers will select one child from every class for the Star of the Week (which is related to their academic achievements). House points are also announced. Children are sat in houses for this assembly.

Children with an achievement outside of school can share it at the weekly praise assembly by letting their class teacher know and the class teacher reporting this to the headteacher beforehand.

Headteacher Termly Awards:

Parents will be invited to a Headteacher Reward Assembly.

Appropriate teachers choose approximately three children to provide the Headteacher Award to for living out the Nonsuch Learning Behaviours, Nonsuch Values, or displaying above and beyond academic achievement.

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Nonsuch learning behaviours

The school has 3 simple learning behaviours that all staff and children consistently refer to as '**Ready, Respectful and Responsible.**' These can be applied to a variety of situations and are taught and modelled explicitly.

Our Learning Behaviours	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Responsible	1. Daily meet and greet at the door or the playground before the children enter 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. Recognition board 2. Certificates 3. Verbal praise 4. Postcards home 5. SLT praise 6. Class Rewards 7. Show work to other adults 8. Headteacher Award 9. Gold card in Praise Assembly

Nonsuch values curriculum

The school has six values that all staff and children are expected to display consistently. These are taught and modelled explicitly twice a week through our values assembly and our values session. Our six values are Compassion, Self-Awareness, Aspiration, Commitment, Resilience, and Integrity. The study programme for our values curriculum can be found on our website.

Procedures and practices

Class Vision

These are to be negotiated with each class at the beginning of each school year and reviewed at the start of each term. They should be written up and displayed **prominently**. The vision should be phrased positively and referred to as necessary. Each class vision should clearly link to the school's vision and the values of Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity.

Recognition boards:

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

Restorative approach

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required.

Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

At Nonsuch Primary School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future. Restorative Questions {See Appendix 3A) These restorative questions will be used to support restorative conversations. For middle and upper school pupils, up to 5 questions will be used.

For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Consequence approach

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

At Nonsuch Primary, we encourage positive behaviour, which reflects our Vision and Values. Our behaviour management approach is based on building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed in their personalised plan. Consequences implemented can be '2 minutes owed', a removal of house points, 'Pay it Back time', attendance required in the consequence club for KS2 children, or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back. We operate on a graduated approach to behaviour here at Nonsuch shown below. Additional information about the ABC charts referred are in Appendix 3B.

Graduated approach to behaviour

Level	Examples of behaviour	Possible sanctions	Next steps for staff
1	Level 1 Classroom Behaviour Observed (Low Level Behaviour Incident) Swinging on chair Interrupting/calling out Not being on task Ignoring instructions Running inside the school building Silly noises Pushing in line Rough play at playtime/lunchtime <i>If this becomes persistent, move to Stage 1 Behaviour Plan</i>	Quiet reminder Verbal warnings Non-verbal signals Change of seating Use of recognition board to persuade positive behaviours 1-1 restorative conversation 2 minutes owed time Loss of one house point and labelled as Low-Level Behaviour Incident.	Class teacher to respond to all stage 1 behaviours. In class recognition board to be used to support with stage 1 behaviours. Teaching staff to reflect on what else can be put in place to avoid this happening in the future. Use of restorative conversations Incident recorded on arbor behaviour points Often praising good behaviour so it has a positive effect on those misbehaving.
2	Persistent stage 1 behaviour (Stage 1 Behaviour Plan) Rudeness Swearing Disrupting the class affects other pupil's learning Verbal abuse, including harmful and offensive name-calling, towards peers Verbal abuse, including harmful and offensive name-calling, towards staff Persistent refusal to follow instructions Damaging school's/pupil's property Leaving class without permission Refusal to engage in correctly pitched academic work Inadequate work completed Repeated incidences of playing unkindly at playtime/lunchtime Physical altercation during social times Targeted behaviour towards the same child repeatedly	Missed minutes of playtime either with the class teacher or other identified adult (Maximum of 10 mins) Time out in another classroom with work (Up to a maximum of 10 mins) Loss of 2 house points Attendance of consequence club	Class Teacher to issue Stage 1 Plan after a discussion with SLT with the Class teacher completing A,B, and C grids to identify triggers and communication and upload to CPOMs. Stage 1 behaviour plan to be reviewed by Class teacher and parents at a weekly face-to-face meeting. The class teacher is to provide the office with the Stage 1 Behaviour plan and the ABC chart at the end of the day on Friday so parents are informed as this is scanned into the arbor and sent home. The class teacher is to provide the office with the review date of the Stage 1 plan (6 weeks) to go into the arbor diary, and parents are invited in to discuss the impact of the plan. Incidents to be recorded in the notes section of arbor, detailing the incident and any strategies that were implemented as per training with actions as this has reached a Stage 1. Playtime incidents are to be reported to

			the class teacher and the TA on the playground duty is to document the incident on Arbor Review provision in place and see if further intervention or resources are needed. Class teachers to support pupils learning and behaviour needs.
3	Persistent stage 2 behaviour (Stage 2 behaviour plan) Persistent swearing Physical abuse towards staff or pupils including throwing objects with intent to harm Harming someone so they need medical help Continued Persistent refusal to follow instructions Stealing Repeated refusal to do a set task Highly offensive remarks to children and adults Physical abuse towards staff Physical abuse towards peers	Inform a member of the SLT A telephone call to inform parents Loss of playtimes/lunchtime time with consequence club Loss of play or lunch with SLT At the discretion of the HT and the severity of the incident, internal exclusion Loss of 3 house points. The arbor system will escalate repeated stage 2 behaviours and will allocate the pupil to the consequence club.	Parents are to be contacted if the child has evidence of stage 2 behaviour (SLT behaviour leads to lead on meeting). Behaviour is to be reported on Arbor by the class teacher, and the strategies used to prevent any further behaviours and SLT behaviour lead will add further actions noted and implemented, including minutes from meetings with parents. Stage 2 behaviour plan to be implemented with targets and shared with the pupil's parents. The Stage 2 behaviour plan will be reviewed by the class teacher and parents at a weekly face-to-face meeting. The SLT behaviour lead will attend the review. Stage 2 plans weekly given to the office to be uploaded to CPOMs
4	Persistent stage 3 behaviour (Stage 3 behaviour plan) Bullying Racism/homophobic/ abusive comments Very serious challenge to authority Leaving school without permission Repeated or severe physical assault against pupils or adults including fighting Use of offence weapons Extreme damage and disturbance to the learning environment	Class teacher / SLT member to investigate and then SLT to meet with the pupil. Face to Face Meeting scheduled with parents and the class teacher on the same day Loss of playtimes/lunchtime time with members of SLT Fixed period of internal exclusion or suspension to be applied Loss of 4 house points. The arbor system will automatically escalate	Stage 3 behaviour plan and the ABC chart. Situation to be monitored by teacher and SLT. External Agency support to be sought to provide additional support and guidance.

		repeated stage 2 behaviours and allocate the pupil to the consequence club.	
5	Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff or pupil Malicious physical assault on another pupil or member of staff Use of offence weapons Extreme damage and disturbance to the learning environment	Suspension for a fixed term. Suspensions will gradually increase if children receive more than one Permanent exclusion from school	The situation is to be monitored by teachers, SLT, and the headteacher. The team around the child meetings. Stage 3 behaviour plans to continue weekly and face-to-face with parents.
6	Repeated stage 5 behaviours	Governor disciplinary subcommittee convened Permanent exclusion from school	Continue work from Level 5.

All the above sanctions are implemented at the discretion of the Headteacher, and the context and child's needs are fully considered when sanctions are applied.

Unacceptable behaviour

The Headteacher will be informed if a child:

- * **Wilfully inflicts harm on another physically or verbally**
- * **Deliberately endangers someone else**
- * **Wilfully destroys property**

THE FOLLOWING BEHAVIOUR WILL NOT BE TOLERATED:

- * **BULLYING** (see separate policy) - the accepted definition of bullying is one or more children subjecting a child to repeated physical, emotional or verbal abuse over a period of time.'

- * HARMING OTHERS - this includes 'hitting back.' Children are told never to retaliate but always to talk to an adult. We ask parents to co-operate with the school in encouraging their child/ren to never hit back but to seek adult help. The school will investigate all reported incidents and will ensure a full and fair approach.
- * RACISM
- * SWEARING
- * SPITTING
- * NAME-CALLING
- * REFUSING TO FOLLOW INSTRUCTIONS
- * ANSWERING BACK TO ADULTS
- * DISRUPTION OF LESSONS
- * VANDALISM TO THE SCHOOL OR OTHER'S PROPERTY
- * DISRESPECT TO SCHOOL VALUES
- * CHILD ON CHILD ABUSE
- * ANY FORM OF BULLYING

This is not an exhaustive list. All children are expected to be excellent role models.

Child-on-child sexual violence and sexual harassment

Child-on-child sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

At Nonsuch Primary School all staff working with children are advised to maintain an attitude of 'it could happen here'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of child-on-child sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of child on child sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- In order for all pupils to experience life in all its fullness, reports of child-on-child sexual violence and sexual harassment will be reported immediately to the Designated Safeguarding Lead, who will investigate

and deal with it with the upmost importance. Therefore, child on child sexual violence and sexual harassment will be categorised as a bullying incident

- If needed, advice will be sought from the Children's Advice and Support Service and, on advice, be escalated to Birmingham Children's Trust and the Police to investigate further.
- See the Child on Child Sexual Violence and Sexual Harassment Policy and Procedural Guidance for a complete overview.

Language around behaviour

At Nonsuch Primary School, we understand that common and consistent language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances, and we should remain professional and calm at all times. Conversations should follow a script, and behaviours should be discussed as they are, not as personal to the child.

In the first instance, the staff member taking the class/ group should conduct conversations around behaviour.

Staff should also follow the emotional coaching model to help children to understand how they are feeling and develop strategies to deal with them.

Extreme behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is how they communicate their emotions. We also understand that many children need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Behaviour Management Plan'. However, the school is not required to have a 'Positive Behaviour Management Plan' in order to be able to hold a child.

When dealing with an episode of extreme behaviour, a child may need to be held if they or another person is unsafe.

This will only be used as a last resort and by trained staff only.

The school will record all serious behaviour incidents on CPOMS and any holds in the bound book which is locked in the filing cabinet in the HT office. The incident, and the bound book record will be shared with parents/carers.

Physical attacks on adults

At Nonsuch, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation

effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Care and Control Policy and should call for support if needed. Only staff who have been trained in Team Teach should hold a child. Team Teach incidents will be recorded in a bound book and shared with parents.

All staff should report incidents directly to the headteacher or member of SLT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

While incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. An exclusion will only happen once we have explored several options and have created a plan around a child.

Suspension (formerly known as Fixed Term Exclusion)

Suspensions will occur following extreme incidents at the headteacher's discretion in consultation with the CEO of BDMAT. A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better

- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day within another classroom or with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents/carers and arrange meetings to discuss.

Permanent exclusion or managed move

Exclusion is an extreme step. Please see the exclusion policy. This step will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

A permanent exclusion will be the last resort, and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions. A Permanent Exclusion Register will be kept by the Behaviour Lead to monitor exclusions.

Beyond the school gate

While this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a public member, the police will always be informed.

Out of school behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us.

Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Playtimes and lunchtimes

During playtime and lunchtime, pupils are expected to:

- Show respect to each other and the adults around them
- Move around and talk quietly in the dining hall
- Play co-operatively in the playground
- Refrain from fighting or play-fighting

If children choose not to follow these procedures, the following consequences will apply:

- Walking with a member of staff
- Supervised time-out

If a child consistently demonstrates inappropriate behaviour, a senior member of staff on duty will be informed, and they will be directed to the consequence club.

All incidents should be recorded on arbor or CPOMs depending on the child's stage of behaviour.

Protected characteristics

At Nonsuch, we recognise protected characteristics from The Equality Act 2010:

The following characteristics are protected characteristics:

Working Together We All Achieve

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sexual orientation including LGBTQ+

Children with Special Educational Needs and Disabilities (SEND)

Special Educational Needs and Disabilities is a legal definition and refers to children with learning needs or disabilities that make it harder for them to learn than most children the same age. At Nonsuch, we make reasonable adjustments to ensure that our children with SEND have access to the same learning experience as all other children. At Nonsuch, we know that all behaviours are a form of communication.

At Nonsuch, we understand that behaviours are a form of communication. If a child with SEND is involved in an incident, it will be carefully managed individually, reflecting any needs the child may have. This will link closely to the mental health provision for all children within the school. This provision will range from key adults to one-to-one school support, small group support, and external mental health and wellbeing support services.

LGBTQ+ children

Children who are, or who are perceived to be LGBTQ+ should have a safe space and a named member of staff who they can share any worries or concerns they may have.

Child on child abuse

At Nonsuch all staff understand the importance of challenging inappropriate behaviours between children and that can be abusive in nature. Downplaying certain behaviours, for example dismissing sexual 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. This type of behaviour will not be tolerated or go unaddressed.

Policy Links

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Child on Child Sexual Violence and Sexual Harassment Policy
- Online Safety Policy
- Exclusions Policy
- Special Educational Needs and Disabilities Policy

Appendix 1: House Point Allocation

We ensure that we operate positively when promoting behaviour. As a result, house points that are gained are allocated in 5s. House points that are lost are calculated depending on the stage that the behaviour falls under.

Allocation and deduction of house points:	
5 house points awarded for the following:	Level 1 Behaviours that will be notified by email with a loss of one house point:
Attendance – has been to school all week	Homework not handed in Inappropriate jewellery General low-level behaviour incident Missing PE kit Uniform not complete <i>If any of these behaviours become persistent, the system will escalate this to a level 2.</i>
Being responsible for the school environment	Level 2 behaviours will be notified by email, and a face-to-face meeting to be conducted with parents/carers, the behaviour lead and the class teacher. This behaviour results in a loss of 2 house points and attending consequence club:
Going Above Normal Expectations to Show Kindness to Staff, Visitors or Pupils	Damaging school or other pupils' property Disrupting the class, affecting the learning of others Inadequate work Leaving the classroom without permission Persistent refusal to follow instructions Refusal to engage in academic work Swearing Verbal abuse towards peers Verbal abuse towards staff <i>If any behaviours are persistent from level 1 or level 2 this will lead to a child being placed on a behaviour plan.</i>
Handing homework in	Level 3 behaviours will involve parents/carers, the behaviour lead and the headteacher. A formal targeted plan will be drawn up to support the child. External agencies may be contacted.
Participating in assemblies or shows	Racist, Homophobic or severely abusive comments Use of an offensive weapon Physical abuse towards peers Physical abuse towards staff Bullying
Reading three times a week at home	Level 4 behaviours are deemed to be persistent. The parent/carer, the behaviour lead and the headteacher will meet. The headteacher may contact external providers for additional help and support.
Gaining the ready, respectful or responsible award at the end of the day	Persistent verbal abuse to a member of staff Physical abuse to any member of staff or pupil Malicious physical assault on another pupil or member of staff Use of offence weapons Extreme damage and disturbance to the learning environment
Representing the school well when on outings	
Showing constant participation	
Showing team work	
Sporting representation	
Receiving gold card	

Appendix 2: Head of Houses

Four staff members are the 'Head of the House'. All heads of houses are also DSL trained, further supporting our safeguarding protocols.

Head of Houses	
House of Fire	House of Water
Mrs Morewood	Miss Wyatt
House of Earth	House of Air
Miss Lay	Mrs Jones

Appendix 3A: Restorative Questions

Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently

Appendix 3B: The ABC Model

The ABCs in more detail

All ABC charts record the core components of antecedents, behaviours and consequences.

Antecedents

Antecedents are the events that directly precede the observed behaviour and are also known as 'triggers'. They may include:

- Being asked to stop or start specific tasks or activities, e.g., task transition.
- A particularly easy or difficult assignment/activity.
- Independent work.
- Group work.
- Being told 'no'.
- Loud noises or bright lighting.
- A comment or action from another child.
- Absence of attention (e.g., teacher diverted to another student, or peers working quietly and not looking at the child).
- Being in 'free-play' (no instructions or guidance).
- Praise.

It is also important to consider antecedents that are not immediate and include the wider environment. These 'slow' triggers are noted at the start of a recording session, and could include:

- Time of day (influencing hunger and energy levels/tiredness).
- Medication.
- Routine disruption.
- Family events such as new sibling or bereavement.
- Specific people/children being present.

Consequences

Consequences may serve to maintain, decrease or increase the frequency of behaviour depending on whether they are positive or negative. Typical consequences could include:

- Repeat of request by teacher or another adult.
- Being given a choice.
- Behaviour being ignored (no action).
- Item or toy taken away/received.
- Time-out/sent out of class.
- Reprimand by teacher or other adult (negative attention).
- Praise or reassurance from a teacher or other adult (positive attention).