

# Nutgrove Methodist Primary School

## Positive Behaviour Policy



For I know the plans I have for you, plans to prosper you  
and not to harm you, plans to give you hope and a future.  
Jeremiah 29:11

Date agreed:	Spring 2026
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Written by:	Mrs Taylor – Head of School Mrs Boardman – Executive Head

## **Positive Behaviour Policy**

### **Mission Statement**

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school's motto and vision is 'My Best, Always, Everywhere' which is interwoven within our curriculum intent and design.

### **Safeguarding Statement**

At the Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

### **Overview**

At Nutgrove Methodist Primary School, we base our behaviour approaches on clear, specific expectations which can be seen in our school rules (Ready, Respectful, Safe, Take Responsibility) and underpinned by our Christian values. This approach is bespoke to our school and demonstrates how we 'do all we can' to support pupil development.

Nutgrove Primary School is an inclusive school and we believe in creating opportunities for all pupils to flourish. The Governors and staff are committed to working with pupils, parents and carers and where appropriate, with support from internal and external agencies, to modify behaviours and improve progress. We support each pupil to achieve their potential and access their learning by striving to provide an appropriate curriculum through the delivery of well-planned lessons. Within this we realise that every pupil has a right to a safe environment.

### **This Policy should be read in conjunction with:**

- Inclusion /SEND Policy
- Early Years Policy
- Anti-bullying Policy
- Attendance Policy
- Educational Visits Policy
- Equality Policy
- Online Safety Policy
- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy

### **Aims of this policy**

1. To create an ethos of appropriate and safe behaviour, self-discipline and respect in school
2. To ensure staff have a high standard of pupil expectation in all aspects of school life
3. To provide a consistent approach to behaviour management
4. To clearly outline how pupils are expected to behave
5. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
6. To outline our system of rewards and sanctions
7. Encourage pupils to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness
8. To make provision for a happy working atmosphere in school by promoting the pastoral care of pupils, with staff giving support and guidance to each individual child
9. To encourage school/parental partnership, to promote pupils' education and maintain standards of behaviour.

Nutgrove Methodist Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We base our behaviour approaches on clear, specific expectations which can be seen in our School Rules, Habits for Learning and also underpinned by our Christian values. This unique approach is bespoke to our school in line with our school vision of 'For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future,' and demonstrates how we 'do all we can' to support pupil development.

### Our School Rules



### ***Ready, Respectful, Safe***

*These rules are simple, positive, and focused on creating a supportive and productive school environment!*

### **Ready**

Being ready means...

- We have good attendance
- We arrive on time
- We have equipment ready
- We show we are listening
- We follow instructions quickly

- We keep healthy – bodies and minds

## **Respectful**

Being respectful means...

- Use good manners
- Listen carefully to the teacher, visitor or friend who is talking
- Take care of equipment, resources and facilities
- Speak and treat everyone respectfully in school
- Embrace diversity

## **Safe**

Being safe means...

- Keep your hands and feet to yourself
- Follow the instructions of staff in school in relation to safety
- Act as a positive role model in the school corridors and classrooms
- Inform school staff of any concerns you have for your own safety or the safety of others.

These are inter woven with our core Christian Values...

- **Love**
  - We greet our children with a smile and welcome them with open arms into school as part of our Nutgrove family. Teachers greet pupils at the classroom door every day.
- **Respect**
  - So that we maintain a positive environment which is conducive to learning for all pupils, we praise in public and restore in private. We use a restorative approach to overcome conflict and learn from our mistakes.
- **Hope**
  - As a staff and wider school team, our hopes for children in our Nutgrove family are underpinned by a shared aspiration to recognise and celebrate each child's unique God-given talents and to drive them to fulfill their potential so that they flourish when they are ready for the World beyond Nutgrove.

We understand and embrace the fact that not all pupils have had the same experiences in life and some may require bespoke support in order to flourish. We understand that some pupils have experienced trauma and adverse childhood experiences, and we are mindful of how this may present in behaviours at school.

## Habits for Learning

At Nutgrove Methodist Primary School we are consistent, persistent and insistent on high expectations for all children. We use our Habits for Learning as our firm foundations for expectations for all.



Nutgrove Methodist  
Primary School

## Habits for learning



### Moving Around School

- Walk on the left.
- Move around quietly.
- Look in the direction of travel.
- Line up in single file.
- Always accompanied by an adult when moving as a class.
- Pupil at the front of the line holds the door open for the class.
- Carry snacks to the playground instead of eating on corridors.



### Showing Respect

- Pick items up from the floor.
- Hold doors open.
- Demonstrate good manners.
- Say thank you.
- Allow others to pass on corridors (give way).
- Respond to the **Clap-Response** signal straight away.
- Follow the 1-2-3 movement signals for all transitions.



### Taking Pride

- Wear your uniform with pride.
- Look after books and belongings.
- Hang coat and bag on peg.
- Store lunchboxes neatly in the correct tubs.
- Resources away and chair under table before leaving the room
- Be a positive role model.
- Take ownership of the Habits for Learning.



### Breaktime and Dinner Time

- Line up quietly, in a single file line, facing forward when collecting lunch.
- Collect your drink before you sit down at your table.
- Eat quietly having conversations on your table.
- Stay seated whilst eating until directed by an adult to move.
- Tidy up your own plates. No food to be dropped on the floor.
- Use reflection area quietly and respectfully.
- Engage in games with playleaders.
- Play in your designated zone.



### Positive Interactions

- Make eye contact with adults.
- Say 'good morning' or 'good afternoon.'
- Say 'please' and 'thank you' when asking for something.
- Listen when others are speaking and wait your turn to respond.
- Use kind words.



### Learning Time

- Sit up straight following correct seating position model.
- Speak at appropriate volumes.
- Raise your hand to show you would like to speak.
- Have the same high expectations with all adults that teach you.



**The expectation of pupils**



## Habits for learning



### Set the Expectation

- Notice and articulate positive behaviours, using a calm tone of voice.
- **Model expectation** of tidying up. Articulate, explain, encourage with a calm tone of voice.
- **Have a presence** in the corridor/around school.
- Address non-compliance **discretely**.
- **Explicitly teach, model and practise** expected behaviours.
- **Teach from feet**, so that movement around the room is routine.



### Positive Interactions

- **Meet, Greet, Connect, Correct, Direct.**
- **Greet at the door at the start of every session.**
- Hold doors open, say thank you.
- Provide **clear and specific instructions.**
- **Thank pupils** for their efforts.
- **Clear communication channels** for self regulation.



### Essential Routines

- Ensure pupils enter **quickly and calmly.**
- Gain attention **quickly and calmly**, using **Clap-Response.**
- **Clear routines** for transition points and movement around school.
- **Notice and discretely deal with** off task behaviour and reset.
- **Consistently** follow the school's Behaviour Policy.
- **Praise in public, restore in private.**
- Teacher leads the line and checks back so that all pupils are supervised.



### Resources

- **Sharp pencils**
- Resources **prepared and ready** before the start of the lesson.
- IT equipment **charged up.**
- All resources to be tidied away before pupils leave the classroom.



### Playground

- Staff on duty **engage with pupils** in games and activities **at all times.**
- Ensure **each zone is calm** and pupils are engaging in **appropriate play.**
- Teachers **accompany their class** out onto playground and back inside
- Teacher **always meets and greets** their class at the door.
- **2 whistles** - 1 for stop, second for walk to line. Only blow second whistle once **all children are still.**



### Environment

- **'The standard you walk past is the standard to accept.'**
- Have an awareness and **pride** in environment.
- **Tidy work spaces** (including teacher).
- **Cared for classroom** (blinds, teacher desks, displays, prayer spaces).



### Pencil Grip, Positioning, Posture

- Check for correct use of pencil grip
- **Left-handed awareness** for resources and seating position
- Teach deliberate seating posture
- **TNT - Tummies Near Tables**



The expectation of all adults



## Habits for learning: Playground



### Set the Expectation

- Notice and articulate positive behaviours.
- **Model expectation** of moving around school and entering and leaving the playground calmly. Use the Pupil Habit for Learnings as a social story script to reinforce regularly.
- Address non-compliance **discretely**.
- **Explicitly teach, model and practise** expected behaviours.  
*Remember 5 positive comments to every correction!*



### Essential Routines - Start

- Ensure pupils enter the playground **calmy and promptly, accompanied by an adult**.
- Children walk in single file to the playground, arms by their sides, facing the direction of travel. Adult walks at the middle of the line and regularly checks the line to ensure standards are high and expectations met
- Doors to be closed on entering and leaving playground.
- Children **stay on footpaths** and use the handrail when going up and down the stairs.
- They **walk** until they reach the main playground.
- Play in allocated zones.
- Staff on duty must wear Hi Vis vests and have whistles.



### Essential Routines - end

- The whistle is blown for the first time. This should be **loud and long** (5-6 seconds) with the adult on duty standing in the middle of the playground so they are visible.
- The children **stop and stand still** in a relaxed position.
- A second whistle is blown and children line up in **designated spaces** walking **purposely and quietly**.
- Children walk in single file to the classrooms, arms by their sides, facing the direction of travel. Adult walks at the middle of the line and regularly checks the line to ensure standards are high and expectations met.
- Uniforms are checked prior to leaving the playground, ensuring children are wearing them with pride.
- Follow expectations for moving round school.
- It is vital that **staff arrive promptly** on the playground.



### Additional Expectations and Routines

- Don't walk on walls or outdoor furniture.
- No climbing.
- Go to toilet before or after dinner and during transition time only.



### Environment

- **Play** equipment for each zone must be returned the children accessing the zone. Play leaders to ensure all equipment is neatly returned to storage.
- Playground to be **free of litter** and children encouraged to use litter pickers to remove any rubbish.

**The expectation of all adults**



# Habits for learning: Collective Worship



## Set the Expectation

- Notice and articulate positive behaviours.
- **Model expectation** of moving around school and entering and leaving the hall silently.
- Address non-compliance **discretely**.
- **Explicitly teach, model and practise** expected behaviours.



## Positive Interactions

- **Remind the child at the front of the line to hold the door for the other children.**
- Hold doors open, say thank you
- Provide **clear and specific instructions**
- **Thank** pupils for their efforts



## Essential Routines

- Ensure pupils enter the hall **quickly, calmly and promptly, ready for a 8:55am start. 10am on Wednesdays.**
- Children walk in **single file**, arms by their sides, facing the direction of travel. Adult walks at the middle of the line and **regularly checks the line** to ensure standards are high and expectations met.
- Uniforms are checked prior to leaving the classroom, ensuring children are wearing them with pride.



## Resources

- Y6 benches are set up **prior to the children entering the hall.**
- Worship leaders are in the hall **promptly** to play music and support setting out chairs for adults.
- The assembly is displayed on the board, worship table set up and music playing **prior to the children entering the hall.**



## Additional Expectations and Routines During Worship

- **All staff** in the hall to be **pro-active in promoting positive behaviour from all children throughout worship and reminding children of the expectations.** This may require moving to talk to children, rather than a 'look' from the side of the hall, as well as moving to sit with specific children who may need support.
- Staff to model appropriate behaviours during worship, e.g. quiet reflection during prayer time, actions when singing.



## Environment

- **'The standard you walk past is the standard to accept.'**
- Have an **awareness and pride** in environment.
- **Tidy prayer space**
- **PE equipment** returned neatly to PE cupboard
- Hall to be **free of clutter** and all resources stacked neatly or tidied away.

**The expectation of all adults**

## **Roles and Responsibilities**

### **The Local Advisory Board (LAB) has overall responsibility for:**

- The monitoring and implementation of this policy and of the behaviour procedures at this school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

### **The Head of School is responsible for:**

- The day-to-day implementation and management of this policy.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any consequences for breaking the rules.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the LAB on the implementation and effectiveness of this policy, including its effectiveness in addressing the needs of all children.

### **Phase Leaders are responsible for:**

- Providing guidance and support to staff within the delivery of the positive behaviour policy.
- Coordinating with the SENDCo and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour and refer pupils with SEMH difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS) to receive additional support when required.
- Working with the SENDCo in overseeing the outcomes of interventions on pupil's behaviour, education and overall wellbeing.
- Engaging with parents/carers where children's SEMH difficulties impact on their behaviour, or where behaviour choices create significant barriers to learning.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

### **The SENDCO is responsible for:**

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- As part of the SLT, collaborate with the LAB, headteacher and the pastoral lead, to determine the strategic development of behavioural and SEMH policies and provisions in the school, including interventions and in-class support.
- Supporting teachers in assessing children's SEMH needs and advising on the effective implementation of support. Where deemed necessary, pupils will have a personal positive handling plan best suited to them and their individual needs – informed by parents, teachers and SENDCo.
- Leading CPD on mental health and behaviour.

**Teaching staff are responsible for:**

- All members of staff, volunteers and support staff are responsible for consistently, persistently and insistentlly implementing this policy and ensuring that all pupils do too.
- Follow the Habits for Learning (expectations for all adults) consistently.
- All member of staff, volunteers and support staff will create a supportive and high-quality learning environment, teaching and modelling positive behaviour for learning.
- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and Pastoral Manager, and where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum, including using Habits for Learning and ensuring individual plans are followed.
- Through the PSHE curriculum ensure pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills.
- Ensure dedicated time each week is in place to teach behaviour, e.g. reviewing and modelling the Habits for Learning, i.e. practising transitions.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Analyse trends and use the ADPR process to adapt plans over time to see an increased improvement in intended outcomes. Keep SLT, pastoral and SENDCo updated on outcomes.

**Pupils are responsible for:**

- Managing their own behaviour both inside school and out in the wider community.
- Their social and learning environment and agree to report any behaviour to staff which is not in line with the school's positive behaviour policy, vision and values.
- Follow the Habits for Learning consistently.
- Arrive at school on time.
- Follow and respect classroom rules and procedures
- Show respect for the opinions and beliefs of others.
- Demonstrate self-regulation both within and outside the school environment (i.e., residential and school trips, sporting events).

**Parents/carers are responsible for:**

- The behaviour of their child(ren) inside and outside of school.
- For promoting positive behaviour for learning and modelling acceptable behaviour in the home and in the school playground.
- Following the school's Parent / Carer's Code of Conduct.
- Working in partnership with school and wider agencies to uphold high expectations for behaviour and to attend meetings, planning reviews and parental consultations as requested.
- Training of staff
  - At Nutgrove Methodist Primary School we recognise that early intervention can prevent inappropriate behaviour. As such, staff will receive training in prevention, de-escalation techniques and restorative practice.

- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.
- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

## **Rewards**

It is important that praise and reward should have emphasis. Pupils will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. Positive behaviour can be recognised and celebrated in numerous ways.

- Dojo points to gain certificates and prizes for 50, 100, 150, 200, 250, 300
- Christian Values Champion Award – behaviour Christian
- Star of the Week Award – curriculum based
- The Golden Broom Award
- Kindness Award – Mrs Taylor award
- Positive praise
- Stickers
- Showing work to leaders

We believe all praise is important in building self-esteem and resilience and we intentionally avoid depending on a single extrinsic (external) reward. We aim to balance appropriate recognition and reward with intrinsic motivation - Intrinsic motivation is an inner drive that propels a person to pursue an activity, not for external rewards, but because the action itself is enjoyable.

## **Consequences**

We have an agreed system of consequences to register unacceptable behaviour. Responses range from polite reminders to permanent exclusion.

Staff always use professional judgement when giving consequences. In the use of consequences, pupils learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

The Head of School may decide to not allow any child to represent the school at any event or visit if their behaviour:

- is not representative of the excellent behaviour and actions expected of Nutgrove pupils
- could damage the reputation of the school

Professional judgement is required regarding which step best reflects the most suitable consequence given the behaviour displayed. See suggested consequences in Appendix 1. Restorative Practice is used as much as possible in line with consequences to support discussion (See Appendix 2).

In cases where individual pupils experience difficulty in behaving as we would expect them to, and little progress in modifying their behaviour is noted following the consistent use of the school's normal range of rewards and sanctions, an Individual Behaviour Plan (IBP) will be considered. (See Appendix 3)

### **Positive Handling** (see Positive Handling Policy)

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder.

Incidents of physical restraint 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

### **Confiscation**

Any prohibited items 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, if appropriate.

## **SERIOUS BEHAVIOURS**

### **Bullying** (see Anti-Bullying Policy)

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

Bullying is, therefore:

- Deliberately hurtful
- Often (but not always) repeated over a period of time
- Difficult to defend against

### **Malicious Allegations**

All allegations of abuse are taken seriously by the school and are subject to local authority guidance to ensure that both the pupil and member of staff subject to an allegation is supported and protected through the investigative process. Where it is found that a pupil has made a false or malicious accusation against a member of staff, the Head of School will consider a range of sanctions including exclusion. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will

consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

### **Beyond the school gate**

Whilst this Behaviour Policy refers mainly to the behaviour of pupils on school premises, the schools reserve the right to apply the same principles beyond the school gate. Our policy covers any inappropriate behaviour when pupils 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 of Nutgrove Methodist Primary School;
- posing a threat to another pupil or member of the public;
- adversely affecting the reputation of the school.

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

### **Behaviour and Children with Social, Emotional and Mental Health Needs**

Every child is entitled to a safe environment. All children, benefit from: praise and reward for appropriate behaviour; clear rules about behaviour; and consequences for inappropriate behaviour. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary we will ensure that Individual Behaviour Plans are in place. Although some children's condition means there are times they find it difficult to regulate their behaviour we regard this as a challenge, not an excuse. There is always the expectation that extreme behaviours e.g. hitting, biting, throwing are not acceptable and that behaviours will improve as there are alternative ways to communicate these feelings of distress. In addition to this, we want to:

- encourage children to take responsibility for their actions.
- explain what is acceptable and unacceptable behaviour.
- provide a clear, consistent structure for behaviour management throughout the school.

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- behaviour charts and books to motivate and enable celebration of good behaviour
- increased communication between home and school
- Individual Behaviour Plans which may include personalised rewards and sanctions separate from the whole school system
- support from the SENDCO, identified teaching assistants and teachers
- small group work or 1:1 support in self-esteem, emotional literacy, anger management etc.

- additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- alternative curriculum provision
- referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists (TESSA) Pupil Referral Unit (PACE), etc.
- In a small number of cases, consideration of a temporary part-time timetable may be required when a child displays regular distressed behaviours in the environment linked to a specific SEND or medical need. These would be kept under close review and would involve work with other agencies.

While the school will take all reasonable steps to meet individual need and help individuals to improve, it will not tolerate behaviours which do not show due regard for the well-being or learning of others. In circumstances where a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school this would place the pupil at high risk of suspension or exclusion.

## **Transition**

There are key transitional times when pupils, particularly those with additional needs, will require support. At Nutgrove we seek to support successful transition by the following means:-

### **When moving classes in school**

- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.
- Opportunities are made to visit the new class / teacher.
- Transition books are made containing key information.

### **Year 6-7 transition**

- Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local schools visit and discuss the needs of pupils to help ease the transition from Year 6 to Year 7.
- High school open evening dates are notified to the parents.
- Liaison days take place for Year 5 pupils to visit all local high schools
- Class teachers and teaching assistants prepare pupils for high school through PSHE and sessions and social stories with opportunities to discuss questions the pupils may have.
- The SENDCO will contact the high school to discuss the specific needs of children and the nature and level of support which has had the most impact.
- In some cases, additional multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school.
- When appropriate summer school sessions can be offered (depending on the high school).



Not safe Not safe answering back shouting out ignoring instructions silly noises pushing in line

**1**

verbal reminder 2nd reminder warning move in classroom Reflection with adult

graffiti not working Damaging resources climbing on furniture leaving class Continually ignoring instructions disrespect of an adult

**2**

Reflection with adult finish work lose privileges phone call home

throwing objects hitting kicking Damaging property stealing pushing swearing

irresponsible use of ICT

**3**

phone call home Reflection with adult Phase Leader Class Move to Red Zone lose privileges

# Behaviour



4

bullying

racism

fighting

repeated hitting or kicking

Homophobic insults

Misogyny

Misconduct use of social media

Reflection with adult

Phase Leader Class

ban from representing school

phone call home

Head of school support

miss school events

extra outside agency support

suspension

5

dangerous behaviour

violence towards adult

violence towards children

damaging reputation of school

leaving school grounds

emergency call home to support de-escalation

no visits outside school

meeting with family

Head of school support

miss school events

ban from representing school

suspension

5 Repeated stage 5

6

Permanent exclusion

# Rules

## **Restorative Practice Script for Adults**

At Nutgrove Methodist Primary School we adopt the principles of the Restorative Approach. Everyone involved in an incident is taken through restorative questions to support discussion through a no blame approach that places emphasis on repairing the harm done and restoring positive relationships. Restorative questions.

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen to put it right?

Note: Questions should where possible be asked to the perpetrator first.

## **APPENDIX 3**

### **Individual Behaviour Plans**

In cases where individual pupils experience difficulty in behaving as we would expect them to, and little progress in modifying their behaviour is noted following the consistent use of the school's normal range of rewards and sanctions, an Individual Behaviour Plan (IBP) will be considered.

#### **IBP Support Strategies**

- Discussion with Inclusion team /SENCO: consider Individual Behaviour Plan (IBP)
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Call behaviour meeting with parents/carers, possibly seek further support for child from Pastoral Lead.
- Consider alternative strategies, inform other agencies as required.

#### **Separation Space/Suspension (Phase Leaders/Head of School) For initial high level incident**

- Child has limited or no contact with own peers.
- Limited or no access to playground, extra-curricular or enrichment activity.
- Child has limited or no contact with peers at lunchtime
- Parents informed by Class Teacher
- Consider if referrals to outside agencies are required

#### **Pastoral Support Programme (Phase Leaders/Head of School):**

- Meeting with parents/carers and the HofS
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Weekly or daily record and the child receives personalised feedback
- Record to be presented at each session.
- Clear rewards/consequences identified for success/failure
- Daily feedback to child (each session), weekly feedback to parents.
- Involvement of all necessary agencies, eg. Behaviour Support, Educational Psychologist
- Consider Early Help.
- Consider High Needs Funding, In Year Fair Access, Education Health and Care Plan.
- PSP to last a minimum of 2 weeks/a maximum of half a term and reviewed fortnightly