



Nicol Mere Primary **School**

Pupil Behaviour Policy

Policy Start Date: September 2026

DEVELOPING POSITIVE BEHAVIOUR

At Nicol Mere, we believe that all children have a right to a safe, caring, well-ordered, positive environment that is conducive to learning. Good behaviour and good discipline are essential if effective teaching and learning is to take place.

We are a hard-working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to realise his or her full potential in a safe, secure and happy environment. Every child has the right to expect support and action if their happiness or safety is threatened.

As we see education as a partnership between home and school, we have written this policy so that all of us – teachers, support staff, parents, carers, children and governors can work together to further improve the very good standard of behaviour, attitude and standard of work we have at present. We also believe that an effective behaviour and reward policy is one that promotes the cooperation of teachers, pupils and parents. Such a policy recognises that children are ultimately responsible for their own behaviour, have the ability to change their behaviour and they are able to recognise and accept the fact that there are consequences for their actions.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to achieve their full potential.

Occasionally children can become upset and frustrated. Our resilience work in class is used to support and help children deal with conflict and problems before they escalate. This is supported by the good relationships between staff and pupils, high expectations, our curriculum and our school values being taught and modelled. In school, the children are given the opportunity to monitor their own feelings using 'Zones of Regulations'. Children can access calm zones and mindfulness activities to help them self-regulate.

On occasions when a child's behaviour needs to be addressed, the children involved will be given time to calm down and reflect on theirs and others feelings before the situation is discussed and dealt with fairly by an adult. Staff will ask the children to reflect:

What is a mistake today that you learned from?

What can you learn from this?

What will you do the next time you are in this situation?

Aims

We aim to develop a learning environment which will do the following:

- Reward and encourage positive behaviour.
- Encourage children to develop respect for each other.
- Embrace a positive attitude to work and self-discipline.
- Inform all members of the school community of the behaviour expectations in the school.
- Encourage and develop a caring attitude and respect for others and their environment.
- Encourage children to recognise their mistakes and how to learn from them and do things differently.

Responsibility

We endeavour to develop a shared responsibility for behaviour between the pupils, parents and school.

Pupil's Responsibilities

- To take responsibility for their own actions.
- To follow the school golden rules and demonstrate the school values in everything they do.
- To be polite to teachers, support staff, other children and visitors.
- To respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies.
- To consider each other's feelings.
- To walk around school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait their turn to talk to members of staff and to each other.
- To value each other's work.
- To work and play co-operatively with each other.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses (e.g. 'they told me to...').
- To accept a solution or consequence if they have done something wrong and not to get angry or argue with the person who is sorting out the situation.
- To be able to say sorry when they have misbehaved or hurt someone and to understand this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage they see.
- To feel responsible for giving a good impression of themselves and the school both within and outside the school.

Parent's Responsibilities

Parents have an important part to play in ensuring their child enjoys a successful and happy time at school. This can be achieved in the following ways:

- Being excellent role models for children and ensuring children are not exposed to inappropriate role models.
- Bringing and collecting their children on time.
- Taking an active interest in their child's achievements.
- Sharing concerns about their child's welfare, education and behaviour with the school.
- Working together and support the school in the best interest of the children.

School's Responsibilities

- Be positive by praising and rewarding children for good behaviour and good work.
- To treat pupils fairly at all times – being good role models.
- To listen to the children and support them in modifying their behaviour.
- Use sanctions in a fair and consistent way (policy).
- Speak to parents about any ongoing concerns with behaviour and have an open door policy.
- Create a calm, safe and orderly environment where children can be their very best.
- To value all aspects of their achievements.

- To ensure their environment is safe.
- To talk with them openly about things that may have gone wrong at the earliest possible opportunity. We want our children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and on the playground – both physically and emotionally.
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To trust them and care about them equally.
- To treat them as individuals and to take an interest in their lives.
- To see each day as a fresh start.

This policy is rooted in the belief that all children are aware of good and acceptable behaviour. Our children understand that unacceptable behaviour will bring consequences. It should be made clear to the children that if they choose unacceptable behaviour, then they will have chosen to accept the sanction that goes with that behaviour. The behaviour policy and procedures work for the vast majority of pupils, and the behaviour in our school is judged as outstanding by Ofsted.

The welfare and safety of pupils and staff is a priority that must be considered with sanctions for poor pupil behaviour. We as a school cannot risk others being regularly hurt/abused.

Whenever possible, the emphasis will be towards REWARD and PRAISE for both behaviour and work.

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Whenever appropriate, children's best efforts will be celebrated through display and performance. All systems are flexible and take into account individual circumstances. Consequences will be differentiated to the needs of individual children.

Rewards may include:

- Verbal praise and smiling
- Verbal praise to Parents/Carers
- Stickers and stamps
- Whole school Certificates (Star of the week, Super Spellers, Reader of the Month, Dojo Awards, Pen Licences, Attendance Certificates and Rewards)
- Individual Class Certificate
- Sending good work to other members of staff for praise or reward
- Special responsibilities/privileges
- Positive phone call home
- Individual class rewards (Table Points, Reward Box)
- Sent to SLT
- Golden Time
- Dojos

Consequences may include:

Level 1: Reminder

- Quiet verbal reminder of the expectation or rule.
- Positive redirection.
- Example: "Remember, we put our hands up to speak."

Level 2: Warning

- Clear warning explaining the behaviour that needs to change.
- State the consequence if the behaviour continues.
- Example: "This is your warning. If you continue calling out, you will move seats."

Level 3: Time to Reflect / Move Seat

- Child moves to a different place in the classroom.
- Brief reflection time (2–5 minutes depending on age).
- Teacher checks in and supports return to learning.

Level 4: Loss of Privilege

- Missing a small part of playtime, choosing activity, golden time, or classroom responsibility.
- Opportunity given to repair behaviour.
- Parents may be informed if appropriate.
- Restorative Conversation
 - Discuss:
 - What happened?
 - Who was affected?
 - How can the situation be repaired?
 - Reflection sheet
 - Agree next steps.

Level 5: Referral to Senior Staff

- Child works with phase leader, deputy head, or headteacher.
- Restorative conversation.
- Behaviour logged and parents informed.

Level 6: Individual Behaviour Support

- Regular meetings with parents/carers.
- Behaviour plan or targeted support.
- Involvement of SENDCo or pastoral support if needed.

If an act of physical aggression or other peer on peer abuse will be reported to a member of SLT at Level 5. Examples of behaviour are:

- Physical aggression (hitting, kicking, biting, pushing, fighting).
- Bullying, including cyberbullying.
- Prejudiced behaviour and hate incidents.
- Emotional abuse, intimidation, coercion or harassment

Behaviour is reported on CPOMS. This is regularly monitored to look for patterns or anomalies.

N.B children who miss play time will receive time outdoors with the class teacher, midday supervisor or SLT getting fresh air and exercise.

There may be circumstances when the SLT will need to use their professional judgement, discretion and autonomy in choosing appropriate consequences and sanctions at lunchtimes.

Persistent Behaviour

If incidents of unacceptable behaviour continue, a log of incidents will be kept by the class teacher on dojo and may be monitored by the Headteacher, Safeguarding lead, Deputy/Assistant Headteacher. Parents will be kept informed and a child may be placed on the school SEN register to address their behaviour needs and an Individual Behaviour Plan created. Support will be given and this will be monitored. If no further improvements are made, outside agencies may become involved and further action may be taken.

Exceptional Circumstances

EXCLUSIONS

For continual unacceptable behaviour, or in the case of serious verbal or physical violence, the child may be excluded from school. This may take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if circumstances warrant this.

If a child is excluded, the Headteacher informs the parents/carers immediately, giving the reasons for the exclusion. At the same time, the parents/carers are made aware that they can appeal against the decision to the Governing Body of the school. The school informs the parents/carers how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the Governing Body of the school of any permanent exclusions and about any fixed –term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

CHILDREN WITH PARTICULAR NEEDS

During their time at school, some children with particular or specific needs may find it difficult to behave appropriately and will require extra support to help them manage their behaviour.

If a child displays challenging behaviours our behaviour management strategies may need to be adapted and additional support programmes put into place. Support plans or Individual Behaviour Plans (IBPs) may be put into place as well as support from external professionals (CAHMS, TESS, Educational Psychologist) after discussion with parents/parents.

We ask parents/carers to recognise that although some children may not appear to be following the expectations of the school regarding behaviour and that their children may tell them about 'unacceptable' incidents in school, there will most probably be an explainable reason for such occurrences and additional support, programmes and interventions will have been put into place to help avoid repetition of such incidents.

Classroom Behaviour

Children are expected to demonstrate school values at all times and follow the school's golden rules.

- Follow instructions
- Be ready to learn and be on task
- Keep safe and let others be safe
- Show respect
- Let others learn and teachers teach

Rewards

- Verbal and written acknowledgements
- Praise in front of the group or whole class or school
- Class Dojo points
- Mention to parents and Head / Deputy
- Privileges given and any other rewards that teachers deem appropriate and agreed to by the SLT

Movement Around the School

Rules

- Always walk and be aware of others
- In the toilets, be respectful, quick, clean and sensible
- In the cloakroom, be quick, quiet and tidy

Assembly

- Enter the hall quietly in single file
- Sit quietly and wait for the assembly to start
- Leave the hall quietly in single file

Break and/or Lunchtime Behaviour

At lunchtime, all pupils should go outside at the beginning of the session unless supervised by a teacher.

Dining Hall Rules

- Always walk
- Line up quietly when waiting for food
- Use a quiet voice
- Show respect to everyone and remember table manners (use of knife and fork)

Rewards

- Verbal praise

- Mention to the class teacher
- Sent to SLT
- Stickers
- Dojo

Sanctions / Consequences

- Warning and an opportunity to change behaviour
- Sit/stand by the wall or with the teacher on duty
- Mention behaviour to the class teacher
- Send to the Headteacher
- Removal from football cages for short or longer periods of time

When on the playground at lunchtimes, the playground rules will apply. Any inappropriate behaviour will be discussed with the class teacher.

Playground Behaviour Rules

- Stay within the playground boundaries
- Only enter the building with permission from an adult
- Report any problems to the teacher on duty
- STOP at the first whistle and WALK to line at the second whistle
- Play safely with and share the playground equipment
- Respect football cage rules

Rewards

- Praise by the teacher on duty
- Mention to the class teacher at the end of break
- Dojo

Sanctions / Consequences

- Warning and an opportunity to change behaviour
- Sit/stand by the wall or with the teacher on duty
- Mention behaviour to the class teacher
- Send to the Headteacher
- Removal from football cages for short or longer periods of time

There may be circumstances when the SLT will need to use their professional judgement, discretion and autonomy in choosing appropriate consequences and sanctions at break-times.

In extreme circumstances there may be occasions e.g. based on health and safety reasons, continual disruptive or inappropriate behaviour in school, bringing the school into disrepute (previous bad behaviour in public), when children may not be allowed to attend a school trip.

RESTRICTIVE INTERVENTIONS, INCLUDING USE OF REASONABLE FORCE, IN SCHOOLS

In line with the 'Restrictive interventions, including the use of reasonable force, in schools' policy (April 2026), all members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging a property
4. Causing disorder among pupils at school, whether during a teaching session or otherwise (Section 93 of the Education and Inspections Act 2006).

Nicol Mere has a commitment to using positive behaviour management strategies. However, on the rare occasions where restrictive intervention is necessary, the school has members of staff trained through the relevant programmes which model how to use restrictive intervention safely. Those children identified where physical intervention or restraint would potentially be necessary, will usually already have an IBP completed alongside the SENCO and parents of the child. Pupils with special educational needs or disabilities (SEND) will have a support plan and/or a behaviour support plan.

Behaviour support plans will consider trigger points of when a challenging behaviour is more likely to occur and will outline proactive strategies to reduce the likelihood of restrictive interventions being used. Alongside the pupil, parents and professionals, prevention and de-escalation strategies will be developed. Behaviour support plans will detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This will be discussed in conjunction with the relevant people, including teachers, parents and the pupil where necessary. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or restrictive interventions, school will have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies. Any behaviour support plans will be reviewed periodically with the pupil and their parent and following any significant incident.

As a school, we emphasise the importance of minimising the need to use restrictive interventions, such as through prevention and de-escalation for whole-school and individual approaches. Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Reporting, Recording, Monitoring and Evaluating

Any incident will be recorded as practicable after the event, no later than the same day. School will use CPOMs to record an incident.

School will report to parents no later than the same day in person followed by in writing. Parents will be invited in to school to have a follow-up discussion about the incident where appropriate. The school may use this information to amend any existing behaviour support plans as needed.

The governing body and SLT will regularly review school data on restrictive interventions.

Any complaints about the use of restrictive interventions should be dealt with in accordance to the school's normal complaints procedure.

ROLES WITHIN SCHOOL

The School Council

The School Council consists of children from Year 1 to Year 6. Each Year group elect two children at the start of the academic year to represent throughout the year.

As part of their duties, the council discuss particular rules and how they are implemented. They also play a role in decisions about activities which spread a positive message around school. It is envisaged that they will play an important role in helping implement these positive behaviour rules.

Parents/Carers

Parents and carers play a vital role in their children's education. It is very important that they support their children's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and carers and good communication between school and home. The school works collaboratively with Parents and Carers so that children receive consistent messages about how to behave at home and at school.

If the school has to use any of the previously mentioned consequences regarding the behaviour of the children, we ask parents or carers to support the actions of the school.

Non-Teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times, helping to ensure a calm atmosphere in the corridors, cloakrooms and other school areas.

Children are made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime supervisors are in close touch with the class teachers and SLT and communicate with them about incidents of unacceptable behaviour at lunchtime. SLT regularly monitor behaviour at dinner times.

The Headteacher and Senior Leaders

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on its effectiveness. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher and senior leaders support the staff by implementing the policy, by setting high standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions 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.

The Governing Body

The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

This policy uses evidence from **DfE (2024) *Behaviour in schools: advice for headteachers and school staff*** as the primary reference and **Education Endowment Foundation (2019) *Improving Behaviour in Schools***. London: EEF.