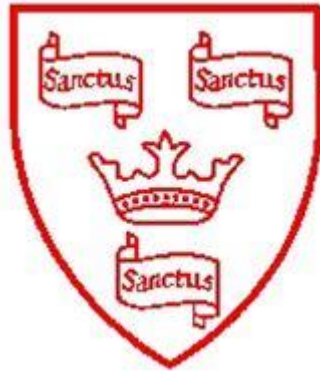




Nettleham Church of England Voluntary Aided Junior School

Behaviour Policy



Written by	David Gibbons
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We are one big family and each member of our school is a vital part of it.

As an inclusive church school we nurture everyone to feel loved, valued and unique, because God made us that way. We are ambitious that all of our children love learning for life, make a difference in the world, reach their full potential and become the best version of themselves.

“You are the body of the anointed one and each of you is a unique and vital part of it.”

1 Corinthians 12:27 (passion translation)



Nettleham CE (Aided) Junior School Behaviour Policy



Our policy for behaviour and discipline recognises the fundamental need for our school to support, enable and provide for the continuing emotional education of the children in our care, enabling them to learn how to deal positively and constructively with the range of emotions they will experience.

OUR BROAD AIMS

- To establish an ordered, happy and safe environment where discipline is based upon mutual respect, understanding and an awareness of the needs of others.
- To promote an atmosphere in which individuality and differences between people are celebrated and enjoyed.
- To create an environment which enables children to develop as self-disciplined individuals.
- To give our children a developing understanding of what is right and wrong, desirable and unacceptable.
- To help our children understand and appreciate the consequences of all their actions, both good and bad.
- To establish an environment in which discipline, wherever possible, is achieved by the positive reinforcement of both good behaviour and high standards of personal discipline.
- To ensure that sanctions and withdrawal of privileges, where necessary, are seen by all parties to be fairly and firmly administered.
- To create a genuine partnership involving the school, the child and the home, working together to achieve improving levels of self-discipline which will contribute to an ordered and disciplined whole school environment.

STRATEGIES FOR ACHIEVING OUR AIMS

As part of the everyday routine of school life our children will be constantly made aware of what is expected of them in terms of behaviour, self-discipline, attitude and relationships with others. This awareness of the accepted norms of the school will be raised in the following ways:

- The day to day relationship with class teachers. This relationship is based upon mutual respect, affection, understanding and trust. The teacher constantly uses situations within the classroom to emphasise or draw attention to what is expected. The teacher is a role model and leads by example;
- Reinforcement of moral values, underpinning the expected norms of behaviour, in daily assemblies. Themes such as honesty, thought for others, unacceptability of bullying and respect for differences in people etc.;
- Communication with parents whenever a child's behaviour is a cause for concern. On such occasions, parents are formally invited into school to share in discussion of what the problem is, what action might be appropriate and how they might help in the monitoring process. Parents will also be informed in a similar way where a child's behaviour is worthy of special praise;
- There will be a conscious effort by all teachers to highlight and draw attention to good behaviour, attitudes, self-discipline and good relationships. This may be done within the classroom. Attention may be drawn to it in assembly. Children may be sent to another teacher or to the Headteacher for

Commendation;

- The Headteacher has an important role in emphasising and reinforcing good behaviour. Children will be sent to the Headteacher whenever a teacher feels that their behaviour deserves special praise. It is important that the Headteacher is used in a positive reinforcement role as well as a means of dealing with more serious breaches of discipline;
- All teachers will take responsibility for encouraging high standards of discipline, not only in their own classrooms and with their own children, but throughout the school in all situations.

REWARDS AND RECOGNITION

Children must be given plenty of opportunity to hear about the good behaviour, positive attitudes, thoughtful relationships and exceptional performance of other children, and to see it being rewarded. This can be done in a variety of ways:

- By teachers in their own classes with their own system of rewards and recognition;
- Using colleagues to praise the achievements of children;
- Special attention being given to the imaginative display of good work, and attention being drawn to it. All children will have their work displayed when they have done something which, for them, represents special effort. The effect in raising self-esteem is invaluable. Displayed work must not just be the best work in absolute terms, but the best that any individual can do;
- Communication with parents about achievements and behaviour;
- Awarding of certificates in assembly for anything which is worthy of special praise. This will be done on a weekly basis in Friday assembly. A form will go round all classes each week and teachers will record on it any children who they feel should receive a certificate. These will be for children who have in some way excelled themselves. Specific behaviours may sometimes be targets in this way if they are of particular relevance at the time, e.g. they are a whole school or assembly focus.

When you behave exceptionally well you could:

- Get a certificate;
- Be praised in class;
- Win a class prize;
- Be given responsibilities.

SANCTIONS AND PUNISHMENTS

Where children have failed to respond to either positive encouragement, censure or warnings about their behaviour, attitude, relationships or performance, then sanctions, punishments or withdrawal of privileges will be imposed. Where a punishment is given it should have a constructive outcome or purpose and, if possible, be related to the misdemeanour. For example:

- Writing letters of apology which are properly set out and presented to a high standard, which can then be delivered in person by the writer;
- Where possible, putting right anything that has been spoiled, damaged or inappropriately used. This would be done in the individual's own time;
- Completion of unfinished work;
- Children can be given the opportunity to reflect on their behaviour and suggest what they feel might be an appropriate punishment for them;
- Children should be left in no doubt that it is their behaviour that is unacceptable - not they themselves. They are able to change their behaviour.

It should be noted that children should never be left unsupervised at any time. Apart from our responsibility for the safety of the child, the sanction will not be effective unless it is closely supervised by the teacher.

Whole class punishments are to be avoided unless it is appropriate that the whole class is punished because everyone is responsible. Sanctions must always be seen to be fair and applied to the people

responsible for the breakdown in discipline.

The school has a specific ‘Green Book’ system for behaviour modification and in order keep lines of communication with parents open:

- Should a child misbehave/ break a school ‘rule’ they will be sent to find the Headteacher to have their name entered in the ‘Behaviour Book’ and this will mean that they will miss the next lunchtime play – for 15 minutes;
- This will be a supervised period
- On the first entry into the book/ supervised play period, the child will be work through a sheet to take home to and then take home to their parents. This sheet will be piece of restorative work appropriate to the ‘offence’;
- On the third entry into the book, a letter will be sent home informing the child’s parents of this fact and the reasons for the child missing playtime on each occasion. Parents will be invited into school to discuss the issues that arise from these incidents and to draw up a positive plan to improve/ address behaviour.

ADAPTATIONS FOR PUPILS WITH ADDITIONAL NEEDS

Occasionally, and only where necessary, adjustments to the sanctions delivered for unacceptable behaviour may need to be made for pupils with additional needs. These should be appropriate, reasonable and tailored to the specific needs outlined in EHCPs and Pupil Profiles. Where possible, school will try to anticipate likely triggers and put preventative measures in place that take into account the specific circumstances and requirements of the pupil concerned.

Reasons for receiving supervised break:

- Physically hurting anyone;
- Lack of respect/rudeness to adults.

Playground Charter

- Always walk to the playground so we all stay safe.
- Consider others. Can they join your game?
- Try to go to the toilet at the start or end of break.
- Eat a healthy snack. Eat healthy, be healthy!
- Put rubbish in the bin. Keep our playground clean!
- No football on the playground.
- If it’s raining, you must wear a coat outside.
- Keep quiet areas quiet. No running or shouting in these places.
- Keep off the banks. Let the grass grow.
- Only use the Trim Trail with adult supervision.
- The bike sheds are for bikes, not climbing or playing
- If you need time to calm down, use the calming-down bench. An adult may sometimes ask you to do this.

KEYPOINTS

There are certain key attitudes and practices which all members of staff must embrace if the whole school policy is to work:

- Always look for positive behaviour to encourage, draw attention to it and praise it as appropriate.
- Take responsibility for the behaviour of children in any part of the school at any time;
- Establish routines which encourage appropriate behaviour, such as: saying please and thank you; correctly addressing and responding to adults, using their name; entering and leaving buildings in an orderly way; being responsible for the care and tidiness of their own property; sharing responsibility for the organisation and tidiness of classrooms and cloakrooms;
- Involve children - discuss routines and rule with them. Establish that the children thoroughly

- understand what and why rules exist;
- Create a classroom environment of which everyone can feel proud and which children take a share in maintaining. This will include: attractive, regularly changing displays of good work; well organised availability of everyday resources; tidy, uncluttered, thoughtfully set out classrooms;
- Discuss why behaviours are good or bad, please or displease us;
- Through careful planning which caters for the individual needs of children, keep them busy and motivated;
- Remember that whole group punishments are a crude and blunt instrument, often unfair and unjust. As such they do not have the respect of the pupils or parents.

ROLE OF NON TEACHING STAFF

Non-teaching staff will be made fully aware of the school policy on behaviour and discipline. Through their actions they will complement and reinforce what happens in school.

LUNCHTIMES

- Lunchtime Supervisors will oversee the safe and acceptable conduct of children eating packed meals in their classrooms, and subsequently playing outside (or indoors in the case of bad weather);
- Where problems arise in behaviour, these will, in the first instance, be reported to the Senior Supervisor. If she perceives the need to take the matter further it will be reported to the Headteacher or member of the Senior Management Team.

SUSPENSIONS AND EXCLUSIONS

Should the question of suspension or exclusion arise, it will be dealt with in line with the procedure set out in the school's exclusion policy. A copy of this procedure is available from the school office.

STATEMENT OF INTENT REGARDING BULLYING

Everyone in our school accepts that bullying undermines the ethos of the school and affects adversely the atmosphere of security and peace of mind which we try to create for our children.

Bullying will not be tolerated and all incidents which come to our notice from any source will be thoroughly investigated and a satisfactory resolution of the problem pursued.

To tackle bullying issues we will:

- Maintain a high profile for bullying issues in daily whole school assemblies, including themes such as: Tolerance, Celebrations of differences in people, Kindness, Friendship, The things we say, Respect;
- Issue a clear and repeated message: "If someone treats you badly, unkindly, threatens you or repeatedly makes you unhappy, **tell someone**: Headteacher, Teacher, Parent, Friend, Dinner Lady, Teaching assistant.";
- Make clear and explicit to all children the importance of the Headteacher as someone who is accessible every day and is someone to whom bullying concerns can be brought;
- Take all complaints about bullying seriously from whatever source they come. They need to be investigated. The Headteacher will be informed of all bullying concerns;
- Outline to parents involved what action will be taken to address the problem brought to light. Inform parents of both parties where appropriate;
- Discuss any bullying issue in depth with both the victim and the perpetrator separately and finally both together so that the bully is aware of the impact of his/her actions;
- Make it clear that bullying will not be tolerated;
- Monitor relationships after intervention;
- Continue counselling for both parties where long running breakdowns in relationships recur;
- For further information and details, please see the school's separate Anti-Bullying Policy.