

— est. 1897 —



**Norfolk
House
School**

Behaviour Policy

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS).

Reviewed: July 2026
Next Review: July 2027

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour in Schools' 2024 and the requirements of the EYFS Framework 2026, as well as Keeping Children Safe in Education 2026, Working Together to Safeguard Children (2026), Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2026, Statutory guidance Mobile phones in schools 2026 the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance ["Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies"](#) 2022.

Mobile Phones in School

The school's policy prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtimes, this prohibition covers other forms of communications and smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- electronic records are kept and reviewed by SLT, of sanctions imposed for serious misbehaviours

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as "just banter" or "having a laugh".

Casual, low-level harassment, sexist language, or misogynistic behaviours must be challenged instantly. Failing to punish these behaviours normalises abuse and allows them to escalate into more severe physical or sexual violence.

Staff should understand and look out for the making, sending, or receiving of digitally altered, deepfaked, or AI-generated nude/semi-nude imagery. Misuse of AI tools to target or bully peers requires an immediate safeguarding response alongside the school's behavioral sanctions.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment;

- good behaviour;
- respect;
- Core Virtues;
- Community support;
- Growth mindset.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND which may include alterations to sanctions, timeframes and support to meet individual pupil needs and replacing punitive measures (like detentions or isolation) with restorative practices, calming time, or educational interventions
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p22).

Pupil Expectations

Pupils at Norfolk House School and Nursery are expected to:

- Demonstrate the school's Core Virtues
- Take responsibility for their actions and belongings
- Come prepared to learn
- Show kindness (in person and online)
- Demonstrate good listening
- Be respectful and courteous to others at all times
- Demonstrate self discipline

- Be respectful of the school environment and be expected to look after resources
- Move around the school safely and with consideration for others
- Follow agreed class rules as set out by class in collaboration with class teacher
- Complete all work assigned to them to the best of their ability

At Norfolk House School & Nursery we will not tolerate:

- Child on child abuse
- Sexual harassment or sexual abuse
- Bullying (including cyber bullying), whether verbal, physical or emotional
- Racism, whether by word, action or attitude
- Homophobia by word, action or attitude
- Physical threats or abuse and intimidation such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence or sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, sharing of nude images
- Discrimination, aggression, and derogatory language (including name calling)
- Fighting or hurting others
- Swearing or bad language
- Antisocial behaviour
- Disruptive behaviour
- Disrespectful behaviour

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Rewards (Rec - F6)

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. It is used meaningfully, thereby encouraging and reinforcing good behaviour.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- That praise is given for both learning and behaviour
- Perseverance and independence are encouraged.

Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

The praise given is always sincere and is not followed with immediate criticism.

Alongside verbal praise, the school will also give rewards for good behaviour & learning. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded.

Children will receive:

- verbal feedback
- a house point (for good conduct), merit or certificate (awarded for effort in lessons) given in class or in assembly
- they may visit a phase leader to show their work
- a visit to the Head teacher for praise, certificate or treasure box item
- Hot chocolate with a member of SLT
- a phone call/email/postcard to a parent

Individual Rewards

Merits: *When a child is observed demonstrating good behaviours for learning, **they will receive a merit to be recorded in their homework planners.***

Examples of good learning behaviours

- Getting down to work straight away
- learning well with a group or with a friend
- managing distractions from others, completing tasks on time
- sharing with others
- determination
- perseverance
- challenging themselves further
- showing that they are an independent learner
- Allowing others to learn
- Having a good attitude to learning

House Points: When a child is observed demonstrating good behaviours in other areas of the school, they will **receive a house point to be recorded on their class house shield.**

Examples of good behaviour in other areas

- Being kind to another child
- Helping others
- Being respectful to an adult or peer
- Being selfless
- Following school/class rules
- Speaking respectfully and kindly to others
- Taking responsibility for their actions and belongings
- Moving quietly and respectfully around the building
- Demonstrating good listening

A record of these achievements should be kept in ISAMS so that across the year teachers have given a range of different children rewards, catching children for being good.

Other Rewards

Class reward system

This is a whole class reward for positive behaviour and attitude eg. marble in the jar.

Celebration assemblies

This is an opportunity to celebrate outside achievements, house points, star of the week, sports person of the week etc.

Hot chocolate with the Head

Children who receive a certificate from class teachers will attend Hot chocolate with a member of SLT. This can be for academic or pastoral..

Postcards/emails/notes

Teachers will periodically send home postcards/emails/notes celebrating children and their performance both academically and pastorally.

Sanctions (Rec-F6)

Measures are in place to ensure both general and targeted interventions are used to improve pupils' behaviour and support is provided to all pupils to help them meet behaviour standards.

When a child is not behaving as expected, staff always refer to a child's behaviour rather than the child, taking into account the context of the situation.

Response to behaviour may have various purposes: Deterrence, Protection or Improvement.

We follow a **5-step approach** to unacceptable behaviour. All children will start each day with a clean slate.

Any steps from the previous day are not carried over to the next. Any behaviour that goes against the school's behaviour expectations will result in the child being put on the step system. Low level disruptive behaviour will not be tolerated. Behaviour such as child on child abuse; bullying (including cyber bullying); repetitive *racial, homophobic* or *sexual* abuse; *physical* abuse will result in the child immediately progressing straight to **Step 5** where a decision will be made about a fixed term suspension or more permanent exclusion.

LEVEL	STEP	EXAMPLE BEHAVIOURS	SANCTION	Staff responsible
Low level	Step 1	-Moving around school in an unsafe way -shouting out -talking to peers when they shouldn't be -interrupting an adult -distracting others -making silly noises	Verbal warning - Explanation of the behaviour that is letting them down	Teacher who is teaching the child (warnings - name written on the whiteboard)

Low level	Step 2	-not listening -eye rolling -shrugging shoulders -Fiddling -Swinging on their chair -Out of seat, distracting other children -Telling a lie or covering the truth -Pushing and shoving/play fighting	If low level 1 behaviour continues after step 1's verbal warning, child will: Receive an order mark (recorded on Isams and in planners) A restorative conversation should take place	Teacher issuing the order mark
Medium Level	Step 3	-Persistent behaviour from step 1&2	Have time out (10mins) OR Miss Play or Lunchtime (10 mins) Restorative conversation to take place	Department Heads & Class Teacher
		-Throwing things with intent -Persistently running out of class -Defiant behaviour -Stealing or damaging property with intent -Persistent disrespectful behaviour -Persistent swearing -Repeatedly telling a lie or covering the truth -Intimidating behaviour	Have time out (10 mins) OR Miss Play or Lunchtime (10 mins) Meeting with parents	Department Heads/SLT & Class Teacher
High	Step 4	-Persistent intimidating behaviour/ Threatening -Fat shaming -Sexualised language -Serious verbal abuse used about someone else or to someone else	Internal exclusion (DHP to decide on the nature of internal exclusion, e.g half/whole day, location, etc.) Meeting with parents	Deputy Head Pastoral or Senior Deputy Head
High	Step 5	Any violent behaviour: -hurting someone intentionally resulting in serious injury-assault -Repeated behaviours -Dangerous behaviour -Racist, homophobic language/behaviour	Parent meeting External exclusion or Suspension	Headteacher & a member of SLT

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

Teachers have the autonomy to put in place separate systems within their classes should this be required, such as individualised behaviour/performance/conduct charts for a short period in order to support individuals; this should be discussed with the Deputy Head of Pastoral and parents.

Zones of Emotional Regulation

Using a cognitive behaviour approach, the zones of regulation enable children to recognise their emotions, and understand how they are feeling. Once they understand which zone they are in, children are able to work out how to get to move to a different zone. For example, from red to green. Feelings have different levels of energy, intensity and sizes. These emotions have been coloured into four categories named Zones of Regulation.

1. **Blue Zone:** The Blue Zone portrays down feelings and low energy levels such as when someone feels bored, sick, or tired.
2. **Green Zone:** The Green Zone depicts calmness and the feeling of being in control. A person in the green zone may be described as content, focused, happy or ready for learning. Green is considered as the zone with optimal learning.
3. **Yellow Zone:** The Yellow Zone describes a person with additional levels of energy and elevated emotions, but remains in more control. An individual may be facing nervousness, wiggles, silliness, excitement, anxiety, frustration or stress within the Yellow sign.
4. **Red Zone:** The Red Zone demonstrates strong emotions and extraordinarily high energy. A person is said to be in the red zone when he is feeling angry, elated, terrified, out of control, devastated or enraged.

Staff must work with the children to help them to identify which zone they are throughout different points in the day and how to move from one zone to another. By understanding emotions, children are able to regulate and shift their behaviour in a positive way.

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- new pupils' handbook
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events
- 1:1 support
- in class/playground support from pastoral lead

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of restrictive intervention and other physical contact in the Employment Manual
- consistency of sanctions between this policy and those outlined in the anti-bullying and exclusion policies
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

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