

NORFOLK HOUSE SCHOOL & NURSERY

Behaviour Policy

This policy applies to all pupils in the school, including in the
EYFS



Reviewed: July 2025
Next Review: July 2026

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2025, as well as Keeping Children Safe in Education 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2025, 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 (from DfE guidance, January 2016)

- 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, e-cigarettes/'vapes', 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.

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/Head of Pastoral/SLT

- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

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”.

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 Values
- 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 a sanction 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
- 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 Headmaster 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 (p19).

Pupil Expectations

Our pupils are expected to:

- Demonstrate the school's Core Values
- 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 (Rec - F6)

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

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 (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
- 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.

Tea with the Head

Class teachers can select children who have done something exceptional (academic or pastoral) to attend Tea with the Head.

Postcards/emails/notes

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

Sanctions

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	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	-interrupting an adult -distracting others -making silly noises -not listening -eye rolling -shrugging shoulders -huffing -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) eg during a PE lesson 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 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	Parent meeting External exclusion or Suspension	Headteacher & a member of SLT

Rewards

- A major aim of this policy is to encourage children to practise good behaviour by operating a system of praise and reward. Praise is given verbally to the pupils.
- Opportunities are created for the children to take on responsibilities e.g. drink and snack time, tidying and replacing items after use, helping other children, caring for belongings and personal items, taking messages etc.
- Positive behaviour and attitudes may be entered onto the ISAMS system

Sanctions

Low level sanctions include:

- a verbal reprimand and reminder of expected behaviour;
- moving to sit somewhere else in the classroom;
- sent to talk to the Head of Nursery;

Medium level sanctions include:

- Pupil is taken to the Head of Lower School with an explanation of the poor or inappropriate behaviour demonstrated.
- If appropriate, the pupil will lose part of a break time (for an age appropriate amount of time) by standing close to a duty member of staff.
- Either the key worker/class teacher or Head of Lower School will explain to the child what he/she has done wrong and remind them of expected behaviour.

High level sanctions include:

- If the sanctions above still do not have the desired effect, the child should see the Head teacher, Senior Deputy or Deputy Head Pastoral at a suitable time.
- The incident will be recorded and parents will be informed on the day in writing if possible and a meeting to discuss the matter will be held as soon as practicable.
- Prolonged misbehaviour, which does not improve after various degrees of in-house sanctions have been applied, could possibly lead to suspension or exclusion.

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 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, tired, or as
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 reasonable force and other physical contact in the Employment Manual
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision 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