



Nova Primary Academy

Positive Behaviour Policy

1. Philosophy

At Nova Primary Academy, we believe in positive behaviour management based on the good relationships fostered within the school community. We have high expectations and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions.

It is important that an orderly framework should exist within which effective teaching and learning can take place. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly. The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

2. Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave and that staff are fair and consistent.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement giving a common purpose.
- To enable children to make positive choices to correct their behaviour. Outline our system of rewards and sanctions.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of

- behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning
- Refusing to follow adult instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments, sexual jokes or taunting.
- Physical behaviour like interfering with clothes of other pupils.
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism or theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Alcohol Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any item that may cause harm to others.

5. Bullying

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

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/bi-phobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, sexual comments or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6. Roles and responsibilities

The Academy Committee

The schools Academy Committee is responsible for reviewing and approving the written statement of behaviour principles (**appendix 1**).

The Academy Committee will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Academy Committee giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly.

School Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording red ticket behaviour incidents on Scholarpack conduct (our MIS system).
- We may use internal seclusion in response to serious or persistent breaches of this policy.

The Senior Leadership Team and SEND team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to our School Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly

7. Golden Rules

The Golden Rules are written in a positive language and are shared with the children and all members of the school community to ensure a sense of ownership and responsibility. Nova Primary Academy uses the 'Golden Rules' and these are central to our whole school behaviour policy. The children understand these rules and are encouraged to follow them in the choices they make regarding their behaviour and attitude.

We are gentle – we do not hurt others

Be Listen – we do not interrupt

We are honest – we do not cover up the truth

We are kind and helpful – we do not hurt anybody's feelings

We look after property – we do not damage things

We work hard – we do not waste time

All staff will make every effort to ensure all children are engaged in meaningful tasks, which offer the appropriate level of challenge, with support where necessary. Children are encouraged to concentrate, stay on-task and become increasingly independent learners. Every child is valued and benefits from both public and private praise. The importance of self-esteem is never underestimated.

8. Pupil Reward System

Good behaviour is expected at our school and all members of school staff endeavour to promote and model the behaviour we expect to see. In addition, we think it is very important that children who are; polite, respectful, well-mannered and try hard with their learning are rewarded and made to feel proud of their choices.

At Nova Primary Academy, we believe that positive reinforcement of good behaviour is the most effective way of encouraging children to follow our school rules. Our Pupil Reward System encourages children to behave appropriately, whilst ensuring that every child is treated fairly and respectfully. Children are awarded points for their daily attendance, appropriate behaviour in school and outstanding effort and achievement in their learning. Children will start each week for a full amount of time for golden time. Time will be deducted if children are not following classroom expectations and receive a red ticket or behaviour slip. **See Behaviour Pathways.**

Behaviour points earned can be used by the children to purchase items from our Dojo Reward Shop. Children's individual points will also be added to their allocated teams' weekly points score. Totals for each team announced in the school's weekly celebration assembly.

9. General Strategies used for Positive Behaviour Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will create and maintain a stimulating environment that encourages pupils to be engaged. They will do this by:

- Clearly displaying their own classroom rules
- Developing a positive relationship with pupils, which should include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines,
- Communicating expectations of behaviour in ways other than verbally
- Identifying and acknowledging children who model required behaviours
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Applying sanctions consistently, fairly and discreetly to avoid shame and humiliation.

10. Characteristics of Learning

Characteristics of learning encourage our children to achieve their full potential and encourage positive behaviour by celebrating learning characteristics our children display. These are celebrated through the giving of certificates in weekly assemblies.

11. Behaviour Pathways

In school, when dealing with unacceptable classroom behaviour, school staff follow our Behaviour Pathways (Appendix 2). The aim of the steps within the pathway is to re-focus and re-engage the child with as little disruption to learning as possible.

Persistent behaviour not in accordance with school expectations and rules, will involve parents being called to speak with their child's class teacher, Phase Leader or a member of the Senior Leadership Team.

In cases of extremely serious behaviour, internal seclusion, fixed term or even permanent seclusion will be considered. Children who are unable to access learning in our school may be referred to external specialist provision.

12. Playground Rules and Sanctions

All Children should enjoy playing outside in safety. Adults in the playground will be positive role models.

Our playground rules are:

- Children should respect each other and treat each other kindly.
- Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way.
- Children show respect towards all adults in the playground.
- Children will be able to play freely unless it is judged that they are a danger to themselves or others.
- Children will look after equipment and play sensibly with it, tidying up at the end of playtimes.

13. Positive role models

- Adults will play and talk with children modelling positive attitudes such as tolerance, resilience, and fairness.
- Adults will use positive language when talking to children about problems or conflicts, asking open questions such as 'Why do you think xx is feeling unhappy?' 'What do you think you could have done differently?'
- Adults will give all parties the chance to speak before deciding if any sanctions are necessary.
- Playground 'buddies' will model good behaviour and assist children in finding friends to play with, tidying up and supporting adults on duty
- At the end of playtime adults remind children to stand still on the playground at the first whistle, stand still at the second whistle walk to their class line and on the third whistle,

stop talking and face the front.

14. Playground Behaviour Sanctions

Children will be given a verbal reminder when inappropriate behaviour is spotted and a chance to improve their behaviour. If unacceptable behaviour continues they will be shown a yellow card and reminded about the expectations. Further behaviour will be escalated to the Lunchtime Co-ordinator to investigate and give a red ticket where deemed appropriate. In Key Stage 1, if children receive a red ticket they will sit on the reflection bench for 5 minutes. In Key Stage 2, if children are given a red ticket they will remain in side under the supervision of the Lunchtime Co-ordinator.

A child will be removed from the playground immediately if:

- They act in a way that is a danger to themselves or others.
- They demonstrate aggressive or violent behaviour, verbal or physical – eg kicking, hitting, spitting, swearing, throwing objects
- Bullying behaviour - persistent incidences will be dealt with according to our bullying policy and procedures.
- Deliberate breaking of equipment

15. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school will be clear whether action taken is disciplinary, supportive or both. The school will make such decisions on a case-by-case basis, with the Designated Safeguarding Lead taking a leading role. The Police and Children's Social Care will be consulted where necessary.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally.
- Refer to Early Help
- Refer to Children's Social Care Report
- Refer to the police.
- Please refer to our Safeguarding and Child Protection child Policy for more information [!](#)

16. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. The **Headteacher will apply Nova Primary Academy 'beyond the school gates' policy** (including during evenings, weekends and school holidays and closure periods) in ensuring all poor behaviour is dealt with in a transparent and proportionate manner. This includes acts of violence or criminality towards others. This is put in place, as we are a community school and believe in ensuring all members of our community feel safe and that senior staff will listen and support to ensure restoration and repair of relationships that have broken down. Parents/ carers are expected to support the school and give full cooperation, in ensuring safety and compliance of our policies to keep everyone safe.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school, including incidents or aggression or criminality in the community (including during evenings, weekends and school holidays and closure periods).

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, and applying the 'beyond the school gates' policy, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school (known as 'bringing the school into disrepute')

17. Pupil transition from other schools

To ensure behaviour is continually monitored and the right support is in place, information relating to learner behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those learners transferring to other schools.

18. Exclusions/Suspensions

Permanent exclusions or temporary suspensions are possible sanctions for a breach of this policy. The school will follow government guidance on exclusions. Please refer to the Academy's Exclusions Policy (PKAT) for further details on exclusions, including the school's approach, procedures, and reviews.

Permanent Exclusion or Temporary Suspension is at the discretion of the Headteacher and can include but is not limited to the following:

- Persistent difficult or dangerous behaviour which disrupts learning of others.
- Persistent attitudes or behaviour which are inconsistent with the ethos of the school.
- Extreme defiance, rudeness and aggression towards staff and/ or pupils
- Theft, blackmail, physical violence, threatening behaviour or intimidation
- Discriminatory behaviour associated with a protected characteristic as defined by HM Government [List of Protected Characteristics](#)
- Bullying as defined by HM Government [Bullying at School](#) including use of social media and/or technology ('cyber bullying')
- Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images (including via a mobile phone or other device).
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Damage to property, vandalism, graffiti (not limited to school property)
- Cheating in assessments
- Being in possession of or dealing in a prohibited item as listed above.
- Making malicious allegations against staff (see section 19)

19. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

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.

Please refer to Safeguarding & Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

20. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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 on a physical restraint recording form and reported to parents.

Key staff will receive positive handling training, including, Team Teach, which is an award-winning 'positive handling' training which helps staff support children with challenging behaviour, emotional and behavioural difficulties or social, emotional and mental health issues. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention. All staff are familiar with DFE guidance '[Use of Reasonable Force](#) - advice for school leaders, staff and governing bodies' as well as the school's Policy for the Use of Reasonable Force. Use of STEPs Therapeutic de-escalation training will also be used at Nova.

21. Screening, Searching and Confiscation

School staff can search pupils with their consent for any item.

The Headteacher and staff members, authorised by the Headteacher have a statutory power to search pupils or their possessions, **without consent (of pupil or parent)**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated a member of the school's Senior Leadership Team should be informed immediately.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Teachers/ staff have the power to search without consent where they have reasonable grounds for suspecting pupils may have a prohibited item. The prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers fireworks
- pornographic images/videos
- any item that staff reasonably suspects has been, or is likely to be used to:
- commit an offence.
- cause personal injury to any person (including the pupil)
- damage to the property of any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening](#) and confiscation. Parents will always be informed if their child has been searched. In the event of weapons, knives, stolen items or illegal drugs being confiscated, these will always be handed over to the police.

22. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil and reasonable adjustments applied where applicable to need.

The school's special educational needs co-ordinator (SENDCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis and use Therapeutic approaches to supporting pupils.

23. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

24. Training

Our staff are provided with training on managing behaviour, including positive handling awareness, as part of their induction process. Behaviour management will also form part of continuing professional development. Key Staff receive Behaviour Steps Training to use a strategy to support identified individual pupils with an Individual Behaviour Plan. Our philosophy for applying positive behaviour follows the Paul Dix approach to ensuring adults behaviour is visible consistency routed in kindness.

25. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Academy Committee. At each review the policy will be approved by the Headteacher.

26. Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion in applying any sanctions, including suspensions to help pupils make better choices.

27. Links with other policies

This behaviour policy is linked to the following policies:

Seclusions policy.

Safeguarding and Child Protection Policy

Health & Safety Policy

Anti-Bullying Policy

We value the support and cooperation of Parents. Parents are requested to work in partnership with the school and support the implementation of the Positive Behaviour Policy.

Agreed by Academy Committee	12/10/23
Review date	Sept 2024
Responsible for this policy	Pastoral & Safeguarding Lead

Appendix 1: Written Statement of Behaviour Principles

All children, staff and visitors have the right to feel safe, valued and respected at all times at school.

Every pupil understands have the right to learn free from the disruption of others.

Nova Primary Academy School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from any form of discrimination. Measures to protect children should be set out in the Positive Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

Staff and volunteers always set an excellent example to pupils.

The Positive Behaviour Policy is understood by pupils and staff.

High standards of behaviour are expected. The school rules should be clearly set out in the Positive Behaviour Policy and displayed around school. Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy. We use Paul Dix philosophy of ensuring consistency, rooted in kindness to support and get the best out of pupils at Nova.

Sanctions should be applied fairly, consistently, proportionally, and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.

The exclusions policy explains that seclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions, known as suspensions. If a suspension is issued, there will be a reintegration meeting with parents/ carers to successfully reintegrate the pupil back into school and to consider the reasons for exclusions, discuss and agree actions, which may include a risk assessment to return.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents by regular communication, to foster good relationships between the school and pupils' home life.

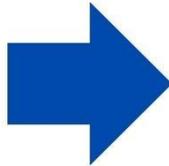
The Academy Committee wishes to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution. A letter will be issued to the parent(s), outlining reasons and conditions of any ban in coming onto the school site and/ or communicating with members of staff (they may be given a key contact to communicate with as necessary).

This written statement of behaviour principles is reviewed alongside the Behaviour Policy.

'The Nova Way' Behaviour Pathways

Universal - behaviour managed with positive behaviour rewards

Pupil shows low level behaviour -
Verbal reminder of expectations



Pupil repeats behaviour -
Yellow Ticket Issued

Continued repeat of behaviour or/ more serious breach of school rules

- Red Ticket issued and logged by Staff Member on Scholarpack.
- Loss of 5 minutes of Golden Time.

Further poor behaviour resulting in 2nd red ticket same day

- Pupil sent to work in classroom of Phase Leader for remaining lesson or inside from playground.
- To be spoken to by Phase Leader and Class Teacher at the end of the lesson.
- Reflective journal to be completed by pupil if required. Parent informed on Class Dojo.

Continued low level behaviour concerns

- Class Teacher and Phase Lead to arrange meeting with parents. Behaviour Lead and/or SENDCO to support Class Teacher / Phase Leader to write behaviour plan to be shared with pupil, staff and parents. To be reviewed weekly with parent for a period of one month. If no improvement, refer to SLT using Request for SLT Involvement Form.

Serious behaviour / 3 red tickets in one day
(including physical or verbal assault, protected characteristic abuse, theft, vandalism - see Positive Behaviour Policy)

- Investigated by member of ELT and SLT made aware
- Behaviour Slip Issued and logged by person completing
- Loss of next soonest breaktime and lunchtime
- Parent Informed by Class Teacher



Very serious behaviour or 2nd behaviour slip issued within 1 month.
(Behaviour includes; bullying, physical & verbal assault - see Positive Behaviour Policy)

- Internal Seclusion or Fixed Term Suspension (See Behaviour Policy)
- Parent spoken to by member of SLT. For Internal Seclusion - Form for planned work to be completed by Class Teacher.
(Internal Seclusion supervised by member of ELT)
- For Suspensions - Paperwork completed by Executive Assistant.

