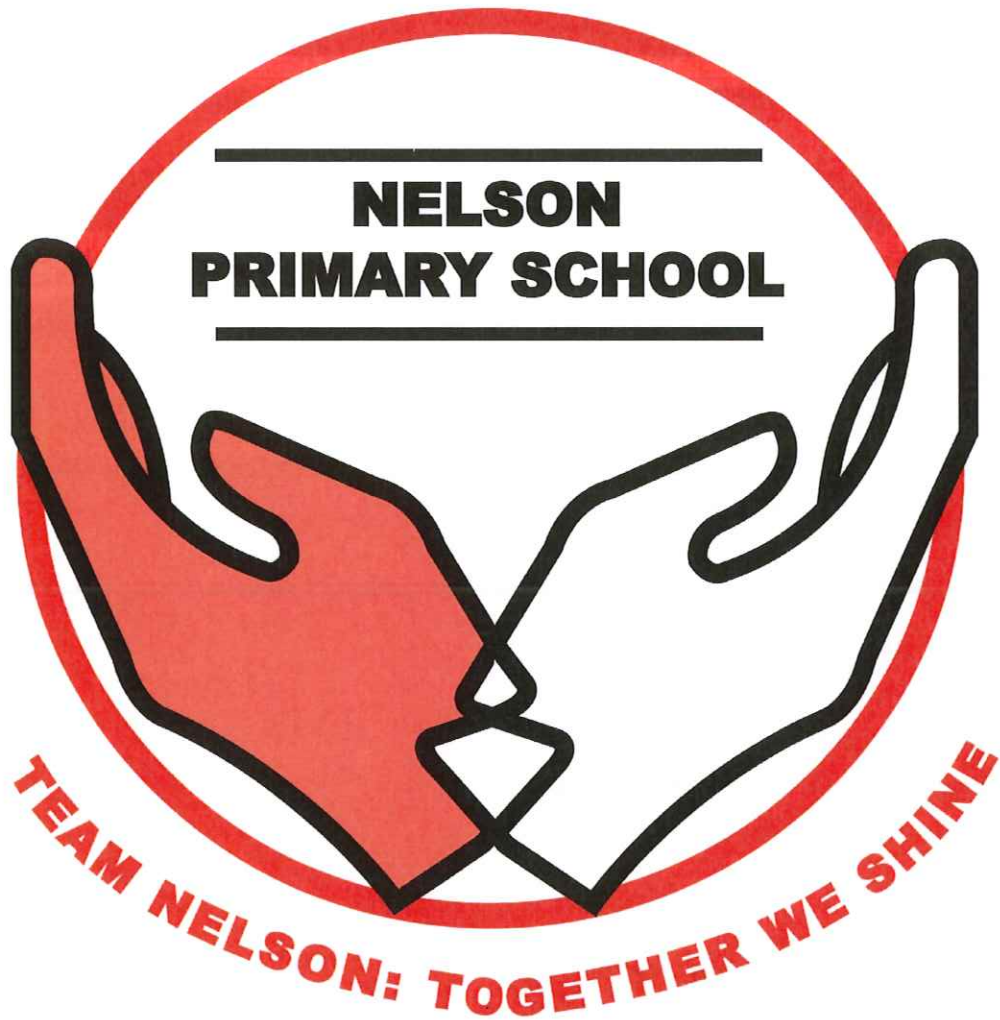


# Behaviour Policy



Responsibility: Governors

Approved on: 6<sup>th</sup> May 2026

Next Review Date: July 2027

 6/5/26

## **Purpose of the Policy**

This policy exists to:

- Promote positive behaviour, self-discipline and respect
- Prevent bullying and discriminatory behaviour
- Ensure learning time is protected
- Set clear expectations for conduct inside and beyond school, including:
  - Travel to and from school
  - Social media use
  - Representing the school in uniform

Our approach is underpinned by the belief that all pupils are capable of positive change when supported through clear routines, strong relationships and consistent boundaries.

## **What We Aim to Achieve**

At Nelson Primary School, we aim for all pupils to:

- Understand how their behaviour impacts others
- Develop self-awareness, empathy and responsibility
- Be supported by adults who are calm, clear, consistent and compassionate

All staff promote the Diamond Rules and model these expectations daily through high-quality interactions and routines.

## **Vision and Values**

Our behaviour culture is rooted in:

Diamond Rules

1. Show respect and good manners
2. Follow instructions with thought and care
3. Care for everyone and everything

## **The Nelson 3 Cs**

- ◆ Compassionate – We are kind and caring
- ◆ Capable – We work hard and regulate our behaviour
- ◆ Community – We work together to help our school shine

These values underpin all aspects of school life and align with our Home–School Agreement.

## **Our Approach**

Our behaviour policy is informed by:

- Paul Dix's Five Pillars of Practice – clarity, consistency and relationships
- Trauma-informed practice – recognising behaviour as communication
- Zones of Regulation – developing emotional awareness and self-regulation

This ensures a balance of high expectations and strong support.

## **How We Promote Positive Behaviour**

**Behaviour expectations are integrated across the curriculum:**

- All subjects promote responsible, compassionate behaviour
- R Time lessons (weekly) explicitly teach the Diamond Rules
- Relationship Education through PSHE teaches respectful communication and social awareness
- Daily peer massage encourages a calm, caring atmosphere
- Diamond Time happens weekly:
  - KS1: play-based activities
  - KS2: therapeutic art, games, circle time
- Staff model good manners and greet pupils by name each day
- We actively listen to pupil concerns and show empathy

### **Rewards for Positive Behaviour**

We have clearly defined rewards for good behaviour:

- Parents are informed through postcards, ClassDojo messages, or in-person praise
- Rewards are given for progress with the Diamond Rules (e.g. prize boxes)
- Awards are presented in weekly assemblies, including Friday Merit Assemblies
- Track-it Light Certificates are issued based on points earned
- Staff may also use their own reward systems (e.g. table stars, privilege cards)
- Special responsibilities are given to pupils, especially in KS2
- Pupils are encouraged with regular verbal praise and positive feedback

### **Regulation Spaces and Self-Regulation Support**

To help children learn to self-regulate we offer:

#### ➤ **Calm Corners**

A quiet space in each classroom equipped with:

- Calming Baskets: bubble tubes, fidgets, breathing and mindfulness aids
- Reflection sheets

Pupils use this space to:

- Calm when feeling overwhelmed or dysregulated
- Reflect after being given a consequence

#### ➤ **Sensory Room**

A therapeutic space equipped with:

- Visual: bubble tubes, fibre optics, mirrors
- Auditory: calming sounds, white noise
- Tactile: soft furnishings, fidget toys
- Proprioceptive: body roller, balance boards

Pupils use this space to:

- Calm when overwhelmed
- Regulate before key transitions
- Improve focus and readiness to learn

### ➤ **UKS2 Regulation Zone**

Designed specifically for pupils in Years 5–6 who may feel overwhelmed due to academic pressure, friendships, or other challenges. Features include:

- Soft cushions and calm lighting
- Projected light patterns for visual regulation

Pupils can:

- Request or be offered time in this space
- Return to class when ready, following a check-in with a trusted adult

### ➤ **Zones of Regulation**

These are updated by pupils throughout the day, usually following a transition. Staff use this information to identify the needs of individual and groups of pupils and respond appropriately.

### ➤ **Nurture Room**

Designed space where the Pastoral Team are available to support pupils with social, emotional and mental health concerns.

Features include:

- Intervention Programmes to support with anxiety, bereavement, emotional regulation and social interaction.
- Soft cushions
- ELSA trained staff
- Reading books targeting a range of topics including but not limited to mental health, emotions and significant life events.

**Staff at Nelson are trained to:**

- Spot early signs of dysregulation (e.g. withdrawal, agitation)
- Offer choices: “Would you like 5 minutes in the Regulation Zone or talk with me?”
- Follow the principles of ‘Emotion Coaching’ which involves empathetic engagement with the child's emotional state. It is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically. Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.

### **Track-it Lights Behaviour System**

Track-it Lights is used consistently across school:

- Green – Positive behaviour (rewards and points)
- Orange – Organisation reminders (KS2)
- Yellow – Warning and reflection
- Red – Consequence and reflection
- ▶ SLT Reflection – Escalated support and parental involvement

### 5-Step Behaviour Response

1. Verbal warning
2. Yellow behaviour (logged) – 5-minute break loss, reflection
3. Red behaviour (logged) – 10-minute consequence
4. Reflection Time in partner class – with reflection sheet
5. SLT Reflection time – Step 5 letter, parent informed

Where patterns of behaviour persist, a graduated response will be implemented, beginning with a Phase Leader Report.

### Graduated Response: Early Intervention (Phase Leader Report)

Before a pupil is placed on an Individual Support Plan (ISP), an early intervention stage will be implemented.

#### Phase Leader Report

This is a short-term, time-limited intervention (1–2 weeks) designed to provide additional support and prevent escalation.

#### Purpose

- Identify patterns and triggers
- Provide regular adult support
- Strengthen communication with home
- Support behaviour improvement before formal planning

#### What this involves

- Daily check-ins with a Phase Leader
- Ongoing discussion of behaviour and support strategies
- A report card completed throughout the day
- Daily home communication via parent signature

#### Outcomes

- Improvement: report ends
- Further support needed:
  - Report extended, or
  - Move to an Individual Support Plan (ISP)

If a pupil has been on a phase leader report on two occasions without making sufficient progress, they will be given an ISP. (Individual Support Plan)

### Individual Support Plans (ISPs)

Where additional support is required:

- Pupils receive clear targets and structured support
- Staff implement proactive strategies, including:
  - Access to regulation spaces
  - Time for reflection
  - Support from a trusted adult

ISPs focus on supporting behaviour change, not simply responding to behaviour and are shared with parents and reviewed regularly to monitor progress.

### **Equal Opportunities and SEND**

We comply with the Equality Act 2010 and make reasonable adjustments where needed.

This may include:

- Adapted tasks
- Movement breaks
- Visual supports
- Individual behaviour strategies

Behaviour is always considered within the context of a pupil's needs.

### **Consequences and Serious Behaviour**

Repeated or serious behaviour may result in:

- **SLT reflections**
- **Internal removal from class**
- **Suspension or exclusion (where necessary)**

These decisions are made in line with DfE guidance and only when all other strategies have been exhausted.

### **Restorative Conversations**

All behaviour incidents are followed by a restorative approach:

1. Empathy – recognising feelings
2. Reflection – understanding impact
3. Repair – rebuilding relationships

A restorative conversation takes place after any form of sanction is given. This is a structured dialogue that aims to repair relationships and address the harm caused by an incident of poor behaviour. It is a process that involves bringing together the individuals affected by the behaviour, including the person responsible for the behaviour, those who were directly impacted, and any other relevant parties.

These conversations should focus on three key aspects:

1. Empathy: We believe that it is crucial to start the conversation by acknowledging the student's feelings and demonstrating empathy. This helps to create a safe and non-judgmental environment where our pupils feel understood and valued.
2. Reflection: The restorative conversation should provide an opportunity for our pupils to reflect on their behaviour and its impact on others. By asking open-ended questions and encouraging the student to consider alternative perspectives, they can gain insight into the consequences of their actions and develop a sense of responsibility.

3. **Repair and Reintegration:** The ultimate goal of a restorative conversation is to facilitate repair and reintegration. This involves helping our pupils to understand how they can make amends for their behaviour and actively contribute to the classroom or school community. It may include devising a plan for the student to address any harm caused, apologise, or take positive actions to rebuild trust.

### **Use of Visual Reflection (CCTV or Recorded Incidents)**

In some cases, where appropriate and in line with safeguarding and data protection guidance, staff may use recorded footage of incidents to support pupils in reflecting on their behaviour.

This will only be used:

- As part of a **restorative and reflective approach**
- To help pupils **understand the impact of their actions**
- When it is considered **appropriate and beneficial for the pupil**  
Footage will:
  - Be used **sensitively and proportionately**
  - Be shared only with **relevant staff and the pupils involved. Footage will only be shared externally in extenuating circumstances. (Please see CCTV Policy for further information)**
  - Never be used to shame or embarrass pupils

This approach supports pupils in developing **self-awareness, accountability and positive behaviour change**.

### **Use of Reasonable Force – Please refer to ‘Care and Control Policy’**

Staff trained in Team Teach may use reasonable force to:

- Prevent injury or harm
- Remove a pupil causing serious disruption

All incidents:

- Are recorded and reported to parents
- May involve a Positive Handling Plan, coproduced with parents

### **Confiscation and searching: (See [Searching, Screening and Confiscation](#) for details)**

The law allows school to confiscate, retain or dispose of a pupils’ property as long as it is reasonable in the circumstances. Confiscated items will be passed on to parents, or the police if appropriate. ***Only the Head teachers and authorised staff have the statutory power to search pupils or their possessions where they have reasonable grounds for suspecting that a pupil may have a prohibited item.***

Prohibited items where reasonable for may be used are:

- Knives and weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles which have or could be used to commit an offense or cause personal injury to any person damage property.

The school also identifies the following items as 'banned' items which may be searched for by authorised staff without consent if necessary, however, ***reasonable force will not be used under any circumstance:***

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs / psychoactive substances
- Energy drinks
- Sweets / chewing gum / chocolate
- Mobile phones
- Smart watches – which allow recording and communication

#### **Search Execution:**

- a. Searches will be conducted in the presence of at least one staff member or witness.
- b. Searches will be conducted by someone of the same sex as the pupil (unless this is not possible and there is a reasonable belief there is a risk of serious harm if the search is not carried out as a matter of urgency)
- c. Before any searches take place, the member of staff conducting the search will explain to the pupil why they are being searched, how and why the search is going to take place. The pupils will be given the opportunity to ask questions.
- d. If a pupil refuses to cooperate with a personal or possession search, a sanction may be given. A personal search includes the searching of a pupil's outer clothing and pockets. ('Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves – ensuring sensitivity to outer clothing worn for religious reasons) If the member of staff considers the search to be necessary, but not urgent, the pupil's parents may be asked to attend school. If the search is urgent, reasonable force may be used depending on the prohibited item. (See above)
- e. The police will only be called to conduct a search is considered absolutely necessary due to the risk of a potential strip search on a pupil's mental and physical well-being.

#### **Record Keeping:**

The school will keep a record of all searches, including the date, time, location, reason, individuals involved, items found and follow up actions.

The Designated Safeguarding Lead (and deputies) will be notified of any searches for prohibited items so that safeguarding procedures can be followed.

The Headteacher will report on searches (anonymised) to the Governing Body Safeguarding Committee at their termly meeting.

**Parental Notification:**

Parents will always be informed of a search for a prohibited item and the outcome of the search, including sanctions applied. They will also be informed of searches for any banned items.

**Staff and Pupil Induction**

**Staff:**

- Inducted into the behaviour policy and culture
- Receive annual CPD on SEND, trauma, and de-escalation

**Pupils:**

- Home-school agreement discussed during induction and sent out annually
- Regularly reminded of the school's expectations
- Re-induction after serious incidents or suspensions

**Complaints**

Please refer to the school's complaints policy which can be found on Nelson's website.

[Nelson Junior and Infant School - School Policies](#)

