

Awsorth Primary and Nursery



Striving To  Achieve Our BEST
Belief • Effort • Success • Teamwork

Behaviour Policy

Reviewed by: Local Governing Body

Review date: September 2026

Next Review: September 2027

At Awsworth Primary and Nursery School, our vision of "Striving to achieve our BEST" is at the heart of our approach to behaviour. This Behaviour Policy outlines our commitment to maintaining a positive, safe, and supportive environment where all children can thrive, learn, and develop.

Our aim is to make school a caring place in which all children can 'Strive to Achieve their BEST'. It is based on the principle of inclusion and equal opportunity and will be monitored to ensure this. All staff members endeavour to make Awsworth Primary & Nursery School a place where children are happy and able to respect others and themselves.

Following review at the end of 2025/26, this policy has been strengthened in three areas where consistency previously slipped: a shared behaviour mantra used by every adult in school, clear procedures for recording behaviour on Arbor and contacting parents, and defined procedures for lunchtime recording and the handover of information between midday supervisors and teachers.

1. Aims of Our Behaviour Policy

At Awsworth Primary and Nursery, we believe in promoting and celebrating good behaviour. We aim to create a calm, safe and respectful environment where all children feel valued and ready to learn.

This policy is designed to:

- Encourage positive behaviour through praise and recognition
- Prevent poor behaviour through clear routines and expectations
- Provide consistent consequences where needed
- Support children to reflect and improve their behaviour
- Work in partnership with parents and carers

Our approach meets all requirements set out in the Department for Education's Behaviour in Schools guidance and Keeping Children Safe in Education

2. Our Behaviour Values

We expect all pupils to be:

- **Ready** to learn
- **Respectful** of others
- **Safe** with their actions

We teach these values explicitly and consistently.

Our Mantra: The 3 C's — Challenge, Choice, Consequence

To make our response to behaviour clear and predictable for pupils and consistent across every adult in school — teachers, teaching assistants and midday supervisors alike — we use a shared three-step approach whenever behaviour falls short of Ready, Respectful or Safe:

- **Challenge** — the adult calmly names the specific expectation being challenged, using the pupil's name. E.g. "That's a challenge to being safe with your hands."
- **Choice** — the pupil is given a clear, limited choice, with the adult stating what each option leads to. E.g. "You can choose to sit back down, or choose to lose two minutes of your break."
- **Consequence** — if the poor choice continues, the pre-agreed consequence is applied calmly and immediately, without added lecture, and is never extended beyond the agreed timeframe.

Using identical language at every stage — in class, on corridors and at lunchtime — was identified as a gap in previous practice. All staff, including midday supervisors, are trained in the 3 C's and use them as the first response before any formal consequence is applied.

3. Promoting Good Behaviour

We focus on recognising and rewarding positive behaviour first, using **ClassDojo (Dojo Points)** as our whole-school reward system alongside verbal praise and celebration.

- Dojo Points are awarded in real time for behaviour linked to our **Ready, Respectful, Safe** values — for example staying on task, showing kindness, excellent listening, or resilience when facing a challenge.
- Points can be awarded by any adult supervising pupils, including midday supervisors on the yard, so that positive lunchtime behaviour is recognised in the same way as classroom behaviour.
- Parents/carers are given a unique class code to connect to their child's ClassDojo account, allowing them to see points awarded, class stories and any messages from staff in real time.
- Points contribute to whole-class and individual rewards agreed by each class (e.g. a Dojo "shop," golden time, or a class celebration), decided with pupil input where appropriate.
- Dojo Points sit alongside, not instead of, verbal praise, certificates and assemblies — the app is a tool to make recognition visible and shareable with families, not a replacement for relationships and praise in the moment.

Staff look to "catch pupils doing the right thing" and model positive behaviour at all times.

4. Clear Expectations and Routines

Each class co-creates age-appropriate rules in line with our whole-school values. Children are explicitly taught:

- How to listen, follow instructions, and contribute positively
- How to move calmly and safely around school
- How to show kindness and respect to all

Visual reminders and consistent routines help all children succeed. Reminders of the 3 C's mantra and behaviour expectations are displayed in every classroom, in corridors, and on the yard.

5. What Happens When Behaviour Falls Short

We understand that all behaviour is a form of communication. Our aim is always to help children change behaviour through reflection, support and teaching.

We use a tiered response, built around our 3 C's mantra:

- **Reminder (Challenge):** A private, calm reminder of the expectation being challenged.
- **Warning (Choice):** A clear choice to change behaviour, with the outcome of each option stated.
- **Consequence:** Time out, restorative discussion or loss of privilege, applied immediately and proportionately.
- **Support Plan:** For repeated or persistent behaviour concerns, developed with the pupil, parents and, where appropriate, the SENDCO.

5.1 Recording Behaviour on Arbor

Any incident that reaches the **Consequence** stage, and any positive incident recognising a pupil going "over and above" our values, is logged on **Arbor** on the same day, ideally within the hour.

Every Arbor entry must include, as a minimum

- Date and time of the incident.
- Pupil(s) and staff member(s) involved.
- The behaviour type, selected from our agreed list, mapped to a severity level.
- Location (classroom, corridor, playground, hall, etc.).

- A brief, factual summary — what happened and which stage of the 3 C's was reached.

Where more than one type of behaviour occurred, separate incidents are logged for each, rather than combined into one entry, so severity levels and any automatic workflow triggers apply correctly.

We use Arbor's behaviour workflows so that a defined severity level automatically notifies the relevant member of staff (e.g. phase leader or SLT), and repeated incidents at the same level within a half-term escalate automatically, so patterns are not lost across separate, unconnected entries. Incidents assigned to a staff member are resolved on Arbor — marked with the action taken — rather than left open.

5.2 Parent Contact Procedure

- **Reminder/Warning stage:** No formal parent contact is required, though staff may mention it informally at pick-up if helpful.
- **Consequence stage (lower level):** Recorded on Arbor. The class teacher contacts the parent by the end of the day if three or more incidents occur within a week, informing them via phone, in person or Arbor message.
- **Consequence stage (higher level) or Support Plan:** Class teacher or phase leader contacts the parent the same day, and records the outcome of that contact as a note against the Arbor incident.
- **Severe behaviour (Section 6) or any safeguarding concern:** SLT contacts the parent the same day, by phone in the first instance, followed by a written record on Arbor. Safeguarding concerns are always referred through our safeguarding procedures in addition to behaviour recording.

All parent contact, whatever the method, is logged as a note on the relevant Arbor incident so any member of staff can see the full picture at a glance.

6. Severe Behaviour

The following behaviours are considered serious and may result in immediate internal or external suspension:

- Physical violence with the intent to harm

- Deliberate damage to property
- Racist, homophobic, sexist or discriminatory language
- Verbal abuse or threats
- Refusal to follow adult instructions that compromises safety
- Physical intervention (Team Teach)

Each incident will be reviewed carefully, logged on Arbor at the highest relevant severity level, and parents informed the same day in line with Section 5.2.

7. Bullying: Our Definition and Response

Bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power." (DfE, 2017)

This can be:

- Physical — hitting, pushing
- Verbal — name-calling, threats, teasing
- Indirect — spreading rumours, excluding others
- Online — via text, apps or social media

Our response:

- All allegations are taken seriously
- Investigated promptly and sensitively
- Victim is supported and the perpetrator is held accountable
- Parents are informed and involved
- Ongoing monitoring follows, logged and tracked on Arbor

We do not tolerate bullying in any form.

8. Working in Partnership with Parents

We believe children learn best when school and home work together. We expect parents to:

- Support our school values and expectations
- Model respectful, responsible behaviour
- Talk positively about school and staff in front of their child
- Engage with us if concerns arise
- Engage with ClassDojo to see the positive recognition their child receives, as well as any messages from staff

Parents will be informed early if we notice repeated behaviour issues, in line with the parent contact procedure in Section 5.2, and we ask that families work with us to help their child improve.

9. Support for Pupils with Additional Needs

We understand that some pupils need additional help to meet behaviour expectations. We:

- Provide emotional, pastoral or SEN (Special Educational Needs) support
- Create individual support plans if needed
- Involve the SENDCO and external agencies where appropriate

We aim for inclusion, not exclusion, and support every child to succeed. Adjustments to the 3 C's approach (for example, additional processing time at the Choice stage, or individualised consequences) are set out in a pupil's individual support plan where needed.

10. Lunchtime Recording and Handover to Teachers

Lunchtime is supervised by our midday team, who use the same 3 C's mantra as teaching staff and follow the procedure below to ensure information reaches class teachers reliably.

10.1 Midday Supervisor Responsibilities

- Use the 3 C's (Challenge, Choice, Consequence) as the first response to any behaviour concern on the yard or in the hall.
- Award Dojo Points directly for positive behaviour seen at lunchtime, so pupils are recognised consistently across the whole school day.
- Deal with low-level behaviour directly using the 3 C's.
- Report any behaviour that does not resolve after a Choice has been offered, or that involves unsafe or unkind behaviour, immediately to the Duty Teacher or Senior Midday Supervisor on the yard.

- Complete the **Lunchtime Behaviour Log** before the end of the lunch session, even where an incident was resolved on the yard.

10.2 The Lunchtime Behaviour Log

- **On the yard:** Midday supervisors note incidents on a standard slip — pupil name, class, what happened, which stage of the 3 C's was reached, and any consequence given — at the time or immediately after.
- **At the end of lunch:** The Senior Midday Supervisor collects all slips and passes them to the named admin/pastoral link, who logs each one on Arbor before the start of afternoon lessons, tagging the location as "Lunchtime."

10.3 Sharing Information with Class Teachers

- Class teachers check Arbor for any lunchtime-tagged incidents involving their class as part of afternoon registration.
- For any incident reaching Consequence stage or above, or a repeated pattern of lower-level incidents, the Senior Midday Supervisor or pastoral link also gives a brief verbal handover to the class teacher or a member of SLT before the start of the next session.
- A weekly summary of lunchtime incidents is reviewed by SLT/the pastoral lead alongside classroom data, to spot patterns by pupil, day or location.

10.4 Weekly Midday–Teacher Liaison

A short weekly check-in between the Senior Midday Supervisor and the pastoral lead reviews the week's Lunchtime Behaviour Logs together with Arbor data, agrees any additional support pupils need, and feeds back key points to teaching staff at the next staff briefing.

11. Community

At Awworth we believe that good behaviour is not just expected in school but that children should continue to behave when they are representing themselves in the community. We work closely with the Parish Council and PCSO to monitor and educate our pupils regarding their roles and responsibilities to strengthen our community. When behaviour falls short, it can be raised with the school or, for more serious events, the police if deemed appropriate.

12. Monitoring and Review

Behaviour data — from Arbor and from ClassDojo — is reviewed regularly to identify patterns and ensure fairness. SLT reviews Arbor's behaviour reporting dashboard at least fortnightly, alongside lunchtime data, to spot trends by pupil, location, time of day and behaviour type.

The policy is reviewed annually with staff, governors, pupils and parents, with an interim check at February half-term in the first year of these changes to confirm the 3 C's, Arbor recording and lunchtime handover procedures are being applied consistently.

13. Key Documents Referenced

- Behaviour in Schools: Advice for headteachers and school staff (DfE)
- Keeping Children Safe in Education (DfE)
- Equality Act 2010
- Education and Inspections Act 2006