

Awsorth Primary and Nursery



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

Behaviour Policy

Reviewed by: Local Governing Body

Review date: Autumn 2025

Next Review: Autumn 2026

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.

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 (2022) 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.

3. Promoting Good Behaviour

We focus on recognising and rewarding positive behaviour first. This includes:

- Verbal praise
- House points or class rewards
- Certificates and assemblies
- Sharing achievements with families

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.

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:

- Reminder: A private, calm reminder of expectations.
- Warning: A clear choice to change behaviour.
- Consequence: Time out, restorative discussion or loss of privilege.
- Support Plan: For repeated or persistent behaviour concerns.

All incidents are logged and monitored by senior staff.

6. Severe Behaviour

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

- Physical violence
- Deliberate damage to property
- Racist, homophobic, sexist or discriminatory language
- Verbal abuse or threats
- Refusal to follow adult instructions that compromises safety

Each incident will be reviewed carefully with parents informed.

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
- 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

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

Parents will be informed early if we notice repeated behaviour issues, 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 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.

10. Monitoring and Review

Behaviour data is reviewed regularly to identify patterns and ensure fairness. The policy is reviewed annually with staff, governors, pupils and parents.

11. Key Documents Referenced

- Behaviour in Schools: Advice for headteachers and school staff (DfE, 2022)
- Keeping Children Safe in Education (DfE, 2024)
- Equality Act 2010
- Education and Inspections Act 2006