



BEHAVIOUR POLICY



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A consistent approach to behaviour - aims of the policy

The procedures and guidance in this policy enable children, parents and staff to understand our expectations and approach to our behaviour strategy. It is also recognised that, for some children, these procedures may need to be adapted to meet their specific social, emotional, learning or other needs. Our policy is based on a restorative approach, positive reinforcement and the teaching of good behaviour.

Behaviour curriculum

We recognise we need to teach the behaviours we expect. By taking a consistent approach, we introduce and embed age-appropriate routines and expectations. The behaviour curriculum is based on the four values of Being Kind, Being Brave, Being Safe and Being Ready which sit under the overarching value of 'Be The Best You Can Be'.

A relational approach

All children benefit from a relational approach to behaviour. A relational approach places emphasis on relationships, respect, responsibility and restoration.

The Thrive approach

Our academy is proud to be a Thrive Academy. Based on neuroscience and attachment theory, the **Thrive** Approach helps interpret the behaviour and meet the emotional and social needs of children. See *Appendix 1 - Thrive Approach*

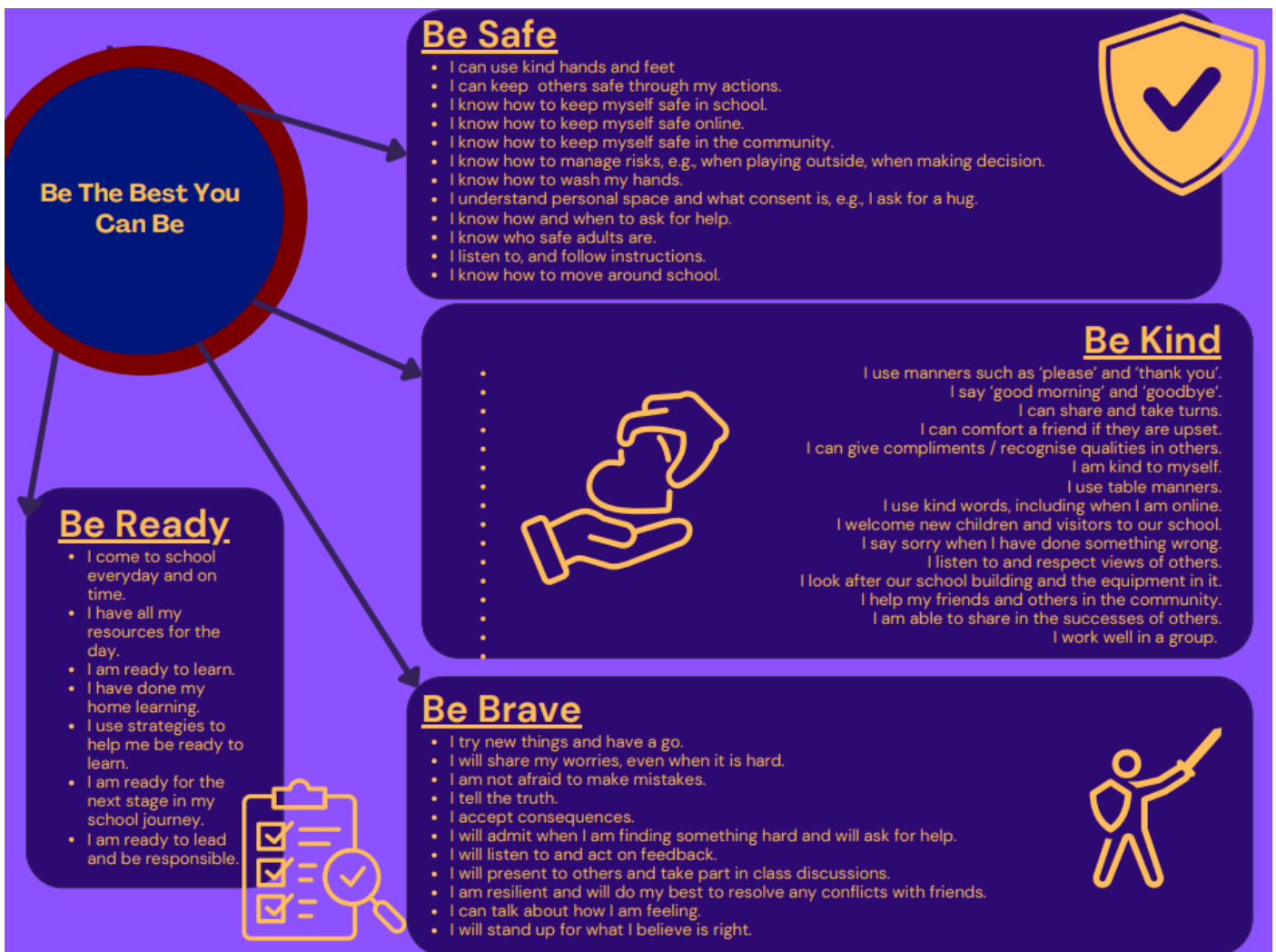
Expectations of the academy community

Senior Leadership Team (SLT)	<ul style="list-style-type: none"> • To implement and monitor the Behaviour Policy • Report to the Executive Leadership Team (ELT) and Academy Advisory Body (AAB), as appropriate, the effectiveness of the policy • Set high expectations through consistently modelling the academy values • Strive to ensure all children work to the best of their ability • Ensure the health, safety and welfare of all children • Keep detailed records of all reported serious incidents, including all forms of child- on-child-abuse including sexualised behaviour, bullying and racism • Half-termly analysis of C4s logged on CPOMs • Potential suspensions discussed with a member of the Executive Principal team
All Staff	<ul style="list-style-type: none"> • To build positive relationships with all children • Consistently model the positive behaviours we wish to see • To be consistent in dealing with children, parents and colleagues • To meet the educational, social and behavioural needs of the children through an appropriate curriculum and individual support; including modifying behaviour strategies and rewards • To ensure regular communication between home and academy, including positive messages home • To show respect and speak to children how we wish to be spoken to • To always use a calm voice • To set high expectations, clear boundaries and regularly remind children of classroom and behaviour expectations • To use agreed rewards and, where necessary, consequences, consistently

Chlds	<ul style="list-style-type: none"> To respect, support and care for each other, both in the academy and the wider community To listen to others and respect their opinions To attend the academy regularly, on time, ready to learn and take part in academy activities To take responsibility for their own actions and behaviours To follow the academy values and be proud of themselves and others To be respectful of others, regardless of differences
Parents and Carers	<ul style="list-style-type: none"> To take an active and supportive interest in their child's work and progress To be aware of, and support, the academy's values To work in partnership with the school and communicate politely To ensure that children attend regularly and on time for the academy day To engage in meetings about their child's behaviour and contribute to relational support plans if necessary

Rewards

The primary academy Behaviour Policy is based on positive reinforcement. Rewards are linked to the four values of: Being Kind, Being Brave, Being Safe and Being Ready which sit under the overarching value of 'Be The Best You Can Be'.



Rewards could include:

- Certificates
- Dojo points
- Stickers / stamps
- Head of Academy awards and certificates
- Whole class/school rewards
- Star of the Day
- Celebration assemblies – Tea with the Headteacher
- Presenting work to another adult in the academy or a senior leader

Consequences

In the academy, we use a restorative approach however, where children choose not to follow the values of the academy, consequences will be given in line with this policy (See Appendix 2). If children with additional needs struggle to follow the academy values, we will support them in being able to do so. This does not mean that consequences will not be applied. We will, however, consider the age and circumstances of the child and consider any Special Educational Need or Disability (SEND). We will also consider if there may be an unidentified/unmet SEND need.

The consequence system ensures children have opportunities to reflect on their behaviour and encourages them to make the right choices.

On the rare occasion, where children are displaying extreme behaviours which show no sign of improvement, consequences may be escalated. If such behaviours continue, a Thrive profile will be completed, a relational support plan put in place and, if appropriate, a risk assessment will be completed and shared with parents/carers.

Where children continue to struggle to make the appropriate behaviour choices, or where a special educational need or disability has been identified, support may be sought from external agencies.

Banned items

To ensure our academy remains a safe, respectful and positive environment for all children, certain items are not allowed in school under any circumstances. These rules follow the requirements set out in the Education Act 2011, the Education and Inspection Act 2006, and the DfE guidance Searching, Screening and Confiscation July 2022. If a staff member believes a child may have a banned item, the school will search for the item in accordance with the Department for Education's search and confiscation guidance. Any banned item brought into the academy will be confiscated. Parents/Carers will be informed, and the item will be returned, only if it is safe and appropriate to do so. Following a meeting with parents/carers, a risk assessment may be put in place. The age and circumstances will be considered regarding next steps. See *Appendix 3 – Banned items*

Mobile phones

We appreciate that, for safety reasons, some children may carry a mobile phone, for use in emergency, on their way to, and from, school. Any child who has permission, from parents/carers and the academy, to do so, must hand it in at the start of the day and it will be returned to them at home time. If any child is found to be using their mobile phone inappropriately, parents will be invited to a meeting.

Alternative Provision (AP), Off Site Direction (OSD)

Sometimes, it may be appropriate to place a child in alternative provision (AP). We only take this decision if it is in the child's best interest. Childs in AP remain the responsibility of our school and we take this responsibility very seriously. As a result, we make sure that AP meets a child's needs and offers continuity of education so that reintegration has the best chance of success. Alternative provision placements are monitored closely, and we work closely with parents to give the placement the best chance of success.

Sometimes, a managed move (MM) or an off-site direction (OSD) may be in the child's best interest. Off-site direction is when a child is required to attend another education setting to improve their behaviour as set out in Section 29A Education Act 2002 and further defined in the Education (Educational Provision for Improving Behaviour) Regulations 2010. Off-site direction (OSD) is only used as a way to improve future behaviour. This can be an effective way to break a cycle of poor behaviour and give a child a fresh start. We will only use MMs or OSD when there is a genuine reason to do so and where it is in the child's best interest. We will take all the necessary steps to make sure that the MM or OSD is successful for the child involved.

Suspension and permanent exclusions

Under exceptional circumstances, the Head of Academy may issue a suspension or permanent exclusion. Suspension or permanent exclusion is seen as a last resort.

If the Head of Academy suspends or excludes a child, they will inform the parents immediately, giving reasons for the suspension or exclusion. After a suspension, a reintegration meeting will take place with the child and their parents/carers, where current support will be reviewed and any further support needed will be discussed.

A decision to exclude a child permanently will only be taken:

- in response to **a** serious breach **or** persistent breaches of the academy's Behaviour Policy; **and**
- where allowing the child to remain in the academy would seriously harm the education or welfare of the child or others in the academy.

Malicious allegations against staff

If an allegation is made and is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care. If an allegation is shown to be deliberately invented or malicious, the Head of Academy will consider the appropriate disciplinary action against the child, or person, who made it.

Record keeping

All C4 behaviours, and above, are logged on CPOMs. SLT will undertake half-termly monitoring of these logs and take any appropriate action as needed.

Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can happen in person or online.

The academy has a clear Child on Child Abuse Policy which sets out the signs to look for and our approach to dealing with it.

Racism

Racism is not tolerated in our academy. Racism is behaviour which upsets a person by making a connection with their ethnic group, skin colour, religious beliefs, language/dialect or cultural background or nationality in a negative way. It can take many forms including online, verbal abuse, threatening behaviour to the person or their property or exclusion from activities. All racist incidents are followed up as soon as the academy is made aware. Each incident will be dealt with according to its severity, the age of the child and their understanding. Parents will always be informed of any racist incident and the incident will be logged on CPOMs. All racist incidents will be reported to the AAB.

Sexual violence and sexual abuse

Sexual violence and sexual harassment can occur between two children of any age and sex, or a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It can take many forms as listed in the child-on-child abuse policy and KCSIE. Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter'. All unacceptable behaviours that fall within this category will be robustly challenged and dealt with in accordance with the academy's consequence system, in very serious incidents a child may be excluded from the academy following appropriate investigations by the Head of Academy.

Managing child transition

Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children. Children's behaviour records are made available to the class teacher.

Conduct out of the academy

Any incidents of bullying, or unsafe behaviours, involving our children out of school, will be investigated by the academy and parents informed (See additional information in the Child on Child Abuse Policy).

Monitoring and review

The Behaviour Policy will be reviewed on an annual basis or as, and when, there are changes to statutory guidance.

This document is freely available to the academy community and will be posted on the academy website with a hard copy available at the main office.

Appendix 1 - The Thrive approach



What is Thrive?

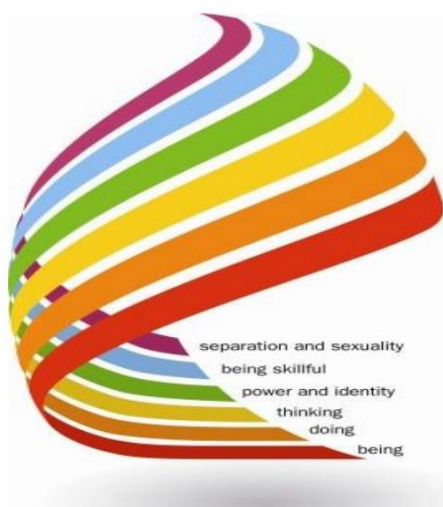
It is a systematic approach to the early identification of emotional developmental needs in children so that differentiated provision can be put into place quickly by the adults working closely with the child.

The Thrive Approach helps adults prepare children and young people for life's emotional ups and downs.

Who leads this intervention and how can I find out how well it is working?

A whole school assessment screener is completed by each class teacher in the Autumn term, and this is used to inform the class personal, social and health education (PSHE) lessons. If a child is identified as needing additional support, following consent from the child's parent/carer, an individual action plan is then generated. This details strategies and activities to support your child's development, both at school and, if relevant, at home.

The Thrive Developmental Strands



How often would my child receive this support and how long does it run for?

Thrive intervention is based on a 10/12 weeks assess, plan, do, review cycle, regardless of the length of term and focuses on the developmental needs highlighted in the assessment. This also depends on the individual needs of a child. Thrive strategies are incorporated into your child's everyday learning. Additional 1:1 or small group sessions are also run weekly, the frequency and duration dependent on needs.

How can we help?

With the support of Thrive, we work with parents to help children and young people to:

- ❖ Feel good about themselves
- ❖ Become more resilient and resourceful
- ❖ Form trusting, rewarding relationships
- ❖ Be creative
- ❖ Be thoughtful and self-aware
- ❖ Be compassionate and empathetic
- ❖ Be able to overcome difficulties and setbacks

NORBRIDGE ACADEMY

Appendix 2- reward and consequence system

REWARDS OVERVIEW

Pupils are rewarded in a variety of ways for following the school rules and demonstrating positive attitudes to learning.

- **Dojo Points:** Awarded for following our core values – BE SAFE, BE KIND, BE BRAVE, BE READY – as well as for good attendance, punctuality, and positive learning behaviours. Pupils can choose to spend their Dojo Points in the pop-up shop at the end of each half-term or save them towards a bigger prize.
- **Tea with the Headteacher:** Each Friday, pupils' work and learning behaviours are celebrated, and certificates are awarded in 'Tea with the Headteacher'. Staff and pupils are explicit about which core values have been awarded and why.
- **Half-Term Achievement:** At the end of each half term, one child from each class is chosen for exemplary work, effort, or contribution.
- **Other Rewards:** Positive verbal feedback, stickers, postcards, certificates, phone calls home and other recognition are given regularly by staff.

STAGE	WHAT IT LOOKS LIKE	STAFF ACTION	WHAT ADULTS WILL SAY
R1	Following the Norbridge Learning Code (BE SAFE, BE KIND, BE BRAVE, BE READY)	Verbal praise. Award up to 1 Dojo.	"Thank you for being _____ (the value being demonstrated)."
R2	Noticeable effort, improvement, or positive learning behaviour.	Verbal praise. Award up to 2 Dojos.	"I can see the effort you've put into _____. You have been really _____." (core value being demonstrated)
R3	Consistently high effort, excellent work, or significant improvement.	Verbal praise. Award up to 3 Dojos.	"That was outstanding effort with _____. You've really impressed me."
R4	Remarkable effort or contribution that positively impacts the class or school community.	Award Gem + special sticker from SLT. SLT may give up to 5 extra dojos . Teacher contacts parents.	"You've earned a Gem for _____. Let's share why this was so impressive."
R5	Exceptional achievement that should be celebrated with parents.	Award Gem + special sticker from SLT. SLT may give up to 5 extra dojos . SLT to contact parents.	"Your effort/achievement in _____ was exceptional. We'll let your parents know how proud we are."

Class teachers will track Gem awards to ensure positive follow-up conversations with parents/carers take place.

Gem Rewards – Whole School Achievements

At Norbridge Academy, pupils work together to collect Gems. Every Gem added to the school jar takes us closer to a special whole-school reward. This encourages teamwork, celebrates effort, and shows the impact of positive choices across the academy.

REWARD MILESTONES:

GEM TARGET	WHOLE-SCHOOL REWARD
100 Gems	Extra-long, extra afternoon break
250 Gems	Creativity afternoon (art, design or drama activities)
500 Gems	Games afternoon in class
750 Gems	Movie afternoon
1,000 Gems	Themed dress-up day
1,250 Gems	Ice cream / treat with extra playtime
1,500 Gems	Guest speaker, performer, or experience chosen by pupils and staff

⚠ *Important:* Activities and additional milestone markers will be agreed with the children. If a pupil receives a **C5**, they will not take part in the **next reward earned** by the school.

A Fresh Start	<ul style="list-style-type: none"> Pupils return to Green at the start of the day, after break, and after lunch. Any unfinished sanctions are completed calmly the next day, but children start fresh on Green each morning.
No Shouting Policy and Restorative Approach	<p>Adults will not shout at pupils when dealing with behaviour. Adults teach children what good behaviour looks like and deal with all incidents using a Restorative Approach. The following philosophy will be employed: “When little people are overwhelmed by big emotions, it is our job to share our calm. Not join their chaos”.</p> <p>Restorative Approach Across All Stages:</p> <ul style="list-style-type: none"> Calm tone, no shouting. Focus on repair and learning from mistakes. Use of reflective questions: "What happened? What were you thinking? What do you need to do to put things right?"

CONSEQUENCES

STAGE	BEHAVIOUR EXAMPLES	STAFF ACTION	WHAT ADULTS WILL SAY
Reminder	Low-level behaviours (e.g., swinging on chair, calling out, distracting others, not following instructions).	Give an “in the moment” clear rule reminder.	<p>“Remember, to show green behaviours you need to __. Right now, you’re choosing not being _____ (choose the specific value). If you continue to ...), that will be a C1 and you will miss 5 minutes of break.</p> <p>When a child makes the right choice remember to say, ‘Thank you for’</p>
C1	Continued low-level disruption after reminder: <ul style="list-style-type: none"> • swinging on chair • calling out • unkind words • refusal first time. 	5 minutes of break missed. Remind pupil of the rule.	“Our rule is _____. You didn’t follow it this time, so you’ll spend 5 minutes with me at break time. Next time, I need to see you _____.”
C2	Continued disruption after C1.	10 minutes of break missed. Reaffirm expectations.	“Our rule is _____. You’ve chosen not to follow it, so your consequence is 10 minutes with me. I expect to see you _____.”
C3	Ongoing disruption after C2. Given immediately if physical behaviour is used (e.g., unkind hands), even if responsibility is shared.	15 minutes of break missed with restorative conversation. Inform Head	“Our rule is _____. You’ve continued to choose not to follow it, so you’ll spend 15 minutes with me. We’ll talk about what happened and how to put it right.”
<p>As an adult, are we using all the agreed language, strategies and, if appropriate, individual relational support plans and/or risk assessments to help a child manage their behaviour and avoid getting to C4? Have we ascertained what led to this point and whether any other children were involved?</p>			
C4 (Log on CPOMS)	Continued refusal to follow reasonable instructions. Immediately given for: <ul style="list-style-type: none"> • Leaving the room without permission • Destructive or unsafe behaviour 	30 minutes out of class with SLT. Class teacher will inform the child’s parents. (SLT speak to child for 5 minutes, if they are regulated child)	<p><i>This is red behaviour. You are not being safe. The SLT will want to talk to you about this.</i></p> <p><i>SLT to ask the child about the value not being followed and what the</i></p>

		returns to class to continue their learning. They return to SLT for the rest of their 25 minutes during their lunch break to have restorative conversation and complete work).	<i>child can do to make themselves feel proud.</i>
C5 (Log on CPOMS)	Severe behaviours such as: <ul style="list-style-type: none"> • Physical violence against another pupil or adult including threatening behaviour. • Proven bullying including around protected characteristics • Intentional / repeated destructive or unsafe behaviour • Bringing prohibited items into school 	Consequence could include internal or external suspension depending on severity, in line with DfE guidance. Parents contacted by SLT.	<i>This is red behaviour. You are not being safe. (At this point send for a member of SLT).</i> <i>SLT to ask the child about the value not being followed and what the child can do to make themselves feel proud.</i> <i>“You have not followed our rule, which is _____. Because of that choice, you’ll be sent to a senior leader. Together, you’ll discuss what happened and how we can move forward.”</i>

Appendix 3 – Banned items

Headteachers and staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item listed below **or any other item that the academy identifies as an item which may be searched for.**

The list of prohibited items is:

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