
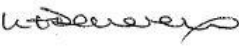




# Nerrols Primary School and Nursery

## Behaviour Support Policy

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Lead reviewer	Headteacher
Approving board/ committee	The Local Governing Board
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Signed (Headteacher)	
Signed (Chair of Governors)	



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## Introduction

We want children at Nerrols to be kind, work hard and try their best.

At Nerrols Primary School and Nursery, we want our children to grow into happy, kind, and thoughtful individuals who are resilient, successful, and capable of building healthy, positive relationships. We aim for our children to develop a strong sense of self, make responsible decisions, and relate well to others. Our goal is for them to lead emotionally rich lives and become compassionate members of society, treating others with kindness, patience, and understanding

At Nerrols Primary School and Nursery, we understand that all behaviour is communication and behaviour that challenges often result from an unmet need or an unavoidable chemical reaction in the brain. We recognise the power of relationships, and that all interactions, even when managing behaviours that challenge, are the opportunity for positive intervention and emotional development. We support children to regulate their emotions and to be resilient when things are difficult. We believe that by providing an empathetic and boundaried approach to behaviour support, we enable our children to feel safe and to have the best chance of success. At Nerrols, adults are attuned to children's needs and respond sensitively so that our children thrive socially, emotionally, physically and academically.

Our approach to supporting behaviour is based on the teachings of Trauma Informed Schools UK (TISUK).

Please read this policy alongside Nerrols' Primary School and Nursery Relationships policy.

## Positive Recognition

At Nerrols we recognise the importance of ensuring children have significant roles and responsibilities in school to inspire positive learning behaviours. We encourage all our children to aspire to become school leaders and to be role models to their peers, such as:

- School Council
- Playground Buddies
- Sports Leaders
- Classroom Monitors

## Praise and Reward

At Nerrols, the use of noticing, narrating and scripting, supports the reinforcement of positive behaviours and ensures that children know that we have noticed and valued their actions. Specific praise also acts as a learning tool for peers, highlighting the positive choices that have been made. Positive recognition of actions may include:

- Sincere and specific praise (we recognise that not all children enjoy public praise, for these children we offer praise indirectly without drawing undue attention to them, mentioning them within earshot, mentioning them briefly and moving on, or non-verbal recognition such as a nod, smile or thumbs up)
- Rewards such as house points, stickers or a Head teacher's award
- Celebration Assemblies
- Public recognition – sharing and celebrating with other pupils, other members of staff or via the class Twitter page.
- Notes or phone calls home
- Award of special privileges – such as leading the lunch queue or choosing the class story

We limit extrinsic awards and materialistic systems, to create a strong sense of intrinsic value and motivation for all our children.

We believe positive behaviour is more than compliance. It involves how to conduct oneself in a discussion, how to behave in unfamiliar social circumstances, how to forgive, how to understand another perspective, how to share and much, much more. This doesn't come naturally to everyone and not all children start from the same baseline. At Nerrols, we value progress and effort, with praise and recognition tailored to our understanding of each child's unique needs and individual journey.



## **Support and Sanctions**

### **Connection before Correction**

When a child is displaying inappropriate behaviours, we recognise that each situation will be unique to the child and therefore the response will be unique too. When responding to any behaviour with children, adults will do so in a trauma-informed way of being, empathetic, non-shaming and nurturing, regardless of the behaviour they exhibit.

We must ensure that we use appropriate support and sanctions that are age-appropriate, consistent and fair. We will always explain clearly why a sanction is being put in place and how this directly relates to their actions.

### **Low Level and Persistent Behaviour**

Adults will encourage children to make positive choices through the use of constructive language and feedback. Initial steps in addressing low-level behaviour often involve nonverbal cues such as a meaningful look, maintaining eye contact, moving closer, or simply waiting. We then reinforce our expectations by positively reminding the child of the desired behaviour, focusing on what we want to see rather than drawing attention to the current behaviour, such as acknowledging the positive actions of others or prompting the child directly or giving prompt and clear instructions.

If a child continues to exhibit low-level or disruptive behaviour despite positive reminders, a supportive conversation will take place using the WINE approach to identify any underlying needs or concerns. The adult will acknowledge and empathise with the child, guiding them toward positive solutions and behaviours that meet expectations. Solutions may include changing seats or removing distractions.

The next step involves a coaching reminder of the expectations the child is struggling to meet. At this point, the adult will clearly outline the next steps if the behaviour does not improve, reminding the child of previous interventions and being explicit about the consequences should the behaviour persist.

Although at this stage an appropriate sanction may be used, at Nerrols we believe that quality reflection with an emotionally available adult is a more important and effective intervention to prevent further or similar unwanted behaviours. In this conversation, the adult will try to establish the child's concerns, address the adult's concern or the impact of unwanted behaviour and try to find a collaborative solution moving forward. This conversation will take place when the child is regulated, and the adult can focus directly on the child. In most instances, this will be a 5-10 minute conversation at lunch or break time. It may be appropriate at this stage for teachers to discuss these events with parents/carers at the end of the school day.

### **Disruptive or Unsafe Behaviour**

If a child continues to disrupt the learning or the welfare of others or exhibits unsafe/threatening behaviour after the appropriate support from an adult, the next steps will be informed by our knowledge of the child and the severity of their actions. This might include:

Moving to a partner class to complete work  
Time with a trusted adult in a safe space to re-regulate

At this stage, a member of the senior leadership team will be involved, and if appropriate a sanction may be put in place. Such as:

- Loss of privilege.
- Helping to rectify (e.g. clearing up a mess made).
- Meeting with parents/carers.
- Meeting with senior members of staff.
- Where behaviours of concern continue, staff may work with other agencies to assess and support the needs of pupils.



- When a child is in a heightened state of distress or anxiety, they will not be able to hear or engage in these conversations. Therefore, in these instances, adults will support the child to re-regulate and make positive safe choices. Where possible the adult will empathise with the emotion driving the behaviour, name and validate the emotion but explain that the behaviour is unacceptable. This will help to avoid a toxic shame spiral.
- Reoccurring Behaviours

At Nerrols, we take a proactive approach to supporting children with recurring or challenging behaviours. We believe that children do well if they can, and a supportive meeting may be arranged at this stage to explore specific barriers while focusing on their strengths and needs. As part of this collaborative process, we may involve specialists from within the school, such as the SENDCo, or seek external support where appropriate. We aim to ensure that each child receives the right support, which may include developing an individual or pastoral support plan.

#### Analysing & Recording Behaviours

All behaviours will be recorded systematically, which will enable us to have an overview of behaviour across the school, so we can continually monitor and develop personalised and school-wide strategies to support.

#### Suspension and Exclusion

In serious situations, including harming others, or serious or persistent breaches of the behaviour policy, exclusion either for a fixed term period or permanently, may be necessary. See Suspension and Exclusion Policy for further information.

### Off-site behaviours

The same behaviour expectations for pupils on the school premises apply to off-site behaviour and sanctions may be applied on occasions when a pupil is representing the school off-site, such as:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil at the school
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a member of the public, the police will always be informed.

### Use of Reasonable Force

At Nerrols, we believe in the importance of connection before correction. Therefore, in all but the most extreme cases, we believe in the power of communication, listening and empathy to support our children. Only when children, have experienced co-regulation can they learn to self-regulate. when children are physically unsafe or acting in a way that is unsafe to others, if possible, we would evacuate the learning or play space to remove the audience and make all children safe. We acknowledge however that situations may arise where physical intervention and the use of reasonable force is necessary, such circumstances may include: to prevent a pupil from hurting themselves or others or from causing serious disruption. Staff will always consider a range of alternative strategies before considering physical intervention. Reasonable force is not used as a method of behaviour management, to move a pupil or discipline, only as a last resort in situations that require emergency and immediate de-escalation to prevent harm.

### Screening, Searching and Confiscation

Legal provisions enable school staff to confiscate items from pupils and to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.



## **Reparative support work**

Just as with other areas of the curriculum, we recognise that not all children start at the same baseline, and some of our children may require a differentiated response or individual support with behaviour and relationships.

Some children may work with key staff where an individual assessment will be carried out to identify any interruptions to emotional and social development and regular sessions will provide support to develop these areas further.

### **Providing support for big emotions**

Throughout their nursery and primary years, children are learning about how to manage their feelings and behaviours both as individuals and in a group context. There will be times when children are dealing with big emotions.

At Nerrols, we seek to distinguish between occasions involving conscious choice, where firm boundaries, clear choices and discussion about appropriate and non-appropriate actions may be needed, and other occasions where this is not what is needed.

On occasions where the amygdala takes over and the child is unable, at that moment, to control emotions or use higher order thinking skills like considering consequences, solving problems or considering other people's feelings, a nurturing response is required.

In these moments, adults will follow the attune, validate, contain and regulate cycle. Adults will reduce sensory input, and connect with the child letting them know that they are there to help. They will use a soothing tone of voice, empathic body language and co-regulate, and may, where appropriate, use safe physical touch such as a soothing rub on the upper back or upper arm. Adults know at this moment, the child has limited capacity to process information. They will listen without judgement or advice and utilise emotion coaching strategies and Thrive techniques.

We understand that making sustained positive changes takes time, consistency and repeated experiences. At an appropriate time, when the child has moved from a reactive to a receptive state, we encourage children to discuss and break down what happened and work together to identify a shared solution. We ask questions to help children look beyond the surface of what they understand and draw children's attention to other people's emotions. Through repeated opportunities to practice problem-solving and decision-making, over time children develop the skills to make positive decisions in high-emotion situations.

## **Sanctions**

When a child is displaying inappropriate behaviours, we recognise that each situation will be unique to the child and therefore the response will be unique too.

The systems of measures taken may include:

- Using the least invasive interventions first (e.g. eye contact, moving within closer proximity, or waiting).
- Recognising the positive actions of others.
- Quiet discussion with the pupil about the task or expectation, framed in a way in which the child is encouraged to think about the behaviour they should be taking rather than the one they shouldn't.
- Reminder of expectations bringing focus towards the desired behaviour.
- Prompt, clear instruction.
- Actions such as changing seats or removing distractions may be relevant.
- Completion of work at another time.
- Loss of break time, at which time support and discussion is provided.
- Loss of privilege.
- Helping to rectify (e.g. clear up a mess made).
- Separation from the area for a limited time, at which time support is provided.
- Meeting with parents / carers.
- Meeting with senior member of staff.
- Where behaviours of concern continue, staff may work with other agencies to assess and support the needs of



pupils.

### **Analysing and Recording Behaviours**

At Nerrols, we recognize that students' behaviours are often a reflection of their emotional well-being, and we approach behaviour management with empathy and care. Behaviour data plays a key role in helping us understand the underlying factors that may influence a student's actions, particularly those who may have experienced trauma. By examining patterns in behaviour, we can gain valuable insights that allow us to intervene early, offering support that is sensitive to each student's unique experiences.

This approach ensures we do not simply respond to behaviours but look for the root causes, providing interventions that promote emotional regulation and a sense of safety. We work collaboratively with families and specialised services when necessary to ensure students have access to the appropriate resources and support. Our behaviour data analysis helps us identify students who may need additional support in their learning journey. Understanding patterns of behaviour and levels of engagement allows us to adapt our teaching strategies to meet individual needs, fostering an environment where all students can succeed and feel secure.

We use Bromcom (an online management information system or MIS) to record behavioural incidents and outcomes. This data is essential in helping us track trends and better support students. By continuously reflecting on this information, we aim to build a nurturing, trauma-aware school culture where every student feels understood, supported, and valued.

### **Suspension and Exclusion**

In serious situations, including harming others, or serious or persistent breaches of the behaviour policy, exclusion either for a fixed term period or permanently, may be necessary. See Suspension and Exclusion Policy for further information.