

Nunthorpe Primary Academy

Behaviour Policy



Title	Behaviour Policy
School	Nunthorpe Primary Academy
Trust	Ironstone Academy Trust
Date Approved	17.2.26
Approved By	Local Academy Committee
Review Date	Spring 2027
Policy Owner	Head of School

Nunthorpe Primary Academy Behaviour Policy

1. Vision and Ethos

This Behaviour Policy reflects the shared vision and values of Nunthorpe Primary Academy and Ironstone Academy Trust.

The overriding aim of Ironstone Academy Trust is:

“Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.”

To achieve this, we provide an inclusive, supportive environment where:

“Every child’s potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school.”

The achievement of this aim depends upon high standards of behaviour from all members of the school community: pupils, staff, parents and carers.

This policy applies to:

- All on-site activities (lessons, playtimes and lunchtimes)
- Educational visits and residentials
- Before and after-school provision
- Behaviour travelling to and from school where appropriate
- Online behaviour where it impacts the safety, wellbeing or reputation of the school community

2. Aims of the Policy

We aim to:

- Create a positive atmosphere based on belonging and shared values.
- Promote self-discipline through praise, recognition and restorative approaches.
- Work in close partnership with parents and carers.
- Maintain high expectations of honesty, respect and responsibility.
- Ensure behaviour systems are fair, consistent and proportionate.

- Provide appropriate support for pupils with additional needs.
 - Prevent undesirable behaviour through an engaging and ambitious curriculum.
 - Teach pupils to understand and take responsibility for their actions.
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3. Equality, Inclusion and Fairness

Ironstone Academy Trust is committed to promoting equality and valuing diversity.

We recognise that barriers may prevent individuals from fully participating in school life and are committed to removing these barriers to ensure equal access to opportunities, services and support.

No individual or group will be treated less favourably. Harassment, discrimination or victimisation will not be tolerated.

Behaviour incidents involving protected characteristics will be:

- Taken particularly seriously
- Recorded appropriately
- Addressed in line with the Equality and Anti-Bullying Policies

Behaviour data is analysed termly, including by pupil group (e.g. SEND, Pupil Premium, gender, ethnicity), to ensure equity and identify trends.

4. Special Educational Needs and Disability (SEND)

We recognise that some pupils may experience behavioural difficulties due to additional needs.

Where behaviour gives cause for concern:

- Staff will follow the SEND Code of Practice.
- The SENCo will be consulted.
- Reasonable adjustments will be made.
- Individual behaviour or support plans may be implemented.
- Parents/carers will be fully involved.
- External agencies may be consulted where appropriate.

Consequences will always consider individual needs, developmental stage and understanding.

5. School Rules

Our school rules are:

- **Do my best at all times**
- **Respect myself**, others and the school environment
- **Be kind** and keep myself and others safe
- Be on time, in correct uniform and **ready to learn**
- **Complete homework and read at home**

These rules are displayed throughout school and reinforced regularly.

6. Gaining Pupils' Attention

An electronic doorbell is used in most classrooms. When rung, pupils are expected to:

- Stop
- Put down equipment
- Remain silent by the end of the tune

Teachers may also use “Team Stop”, standing silently with a raised hand. Pupils are expected to mirror this signal.

These approaches promote calm transitions and readiness to learn.

7. Roles and Responsibilities

Expectations are communicated through:

- The school website
- Displays
- Assemblies
- The taught curriculum

Class teachers are responsible for behaviour within their classrooms, supported by teaching assistants and other staff.

Serious behaviour incidents (Stage 3 and above) are recorded on CPOMS and monitored by the Headteacher and Senior Leadership Team (SLT).

Lunchtime Supervisory Assistants receive training and support to ensure consistency.

Visitors are provided with guidance outlining expectations.

8. Rewards and Positive Recognition

We believe positive behaviour should be recognised and celebrated.

8.1 Raffle Tickets

Pupils may receive raffle tickets for demonstrating school values:

Aspiration, Resilience, Creativity, Teamwork, Independence and Confidence.

One ticket per class is drawn weekly in Celebration Assembly. Winners receive a golden pencil.

8.2 Cushion Reward

A daily raffle ticket winner may sit on the cushion for the day.

8.3 Marble Jars

Classes earn marbles for positive behaviour and values. When full, the class selects a collective reward.

8.4 Celebration Assembly

Weekly recognition includes:

- Star of the Week
 - Kindness Award
 - Golden Pencil Winner
 - Sporting achievements
 - Out-of-school accomplishments
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9. Behaviour Stages and Sanctions

There is no corporal punishment at any Ironstone Academy Trust school.

Sanctions are:

- Fair
- Proportionate
- Developmentally appropriate
- Applied consistently

Extra playtime is used to reward pupils for good behaviour on Friday afternoons. Pupils will miss the playtime if they have received:

- two or more Stage 2 or Stage 3 sanctions, or
- one Stage 4 or Stage 5 sanction.

If a pupil misses three Friday extra playtimes within a half term, the school may consider excluding them from extra-curricular activities.

See Appendix 1 for our Behaviour Plan

10. Bullying

Bullying is defined as:

Repeated, intentional behaviour that causes harm, involves an imbalance of power, and may be physical, verbal, emotional or online.

There is no acceptable form of bullying.

This includes:

- Physical harm
- Name-calling or threats
- Social exclusion
- Cyberbullying
- Discriminatory bullying

All allegations are taken seriously, investigated thoroughly, recorded appropriately and shared with parents/carers.

Further detail is provided in the Anti-Bullying Policy.

11. Suspension and Permanent Exclusion

Suspensions and permanent exclusions are used only as a last resort and follow the latest Department for Education statutory guidance: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England*.

Parents/carers will:

- Be informed in writing of the reasons
- Be advised of their right to make representations
- Be informed of review procedures

The Governing Body will review suspensions in line with statutory requirements.

The Trust Board is the responsible body for permanent exclusions.

12. Use of Reasonable Force

All school staff have the legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006.

Reasonable force may be used to:

- Prevent injury
- Prevent serious damage to property
- Prevent a pupil committing an offence
- Maintain good order and discipline

Any use of reasonable force will be proportionate, recorded and reported to parents.

Further detail is outlined in the Positive Handling Policy.

13. Searching, Screening and Confiscation

School staff have the legal authority to search pupils and confiscate prohibited items in accordance with DfE guidance.

Prohibited items include (but are not limited to):

- Knives or weapons

- Mobile Phones
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping materials
- Fireworks
- Pornographic images

Confiscated items will be dealt with appropriately and parents informed where necessary.

14. Playground and Lunchtime Behaviour

Lunchtime Supervisory Assistants promote positive behaviour and apply consistent expectations.

Persistent or serious concerns are escalated to SLT.

15. Monitoring and Review

Behaviour is monitored through:

- CPOMS records
- Termly data analysis
- Review of trends by pupil group
- Stakeholder feedback

This policy is reviewed regularly by the Headteacher, Governors and Trust leadership to ensure compliance with statutory guidance and effectiveness.

Appendix 1 – Behaviour Stages is on the next page

Pupils can move through stages numerically or move straight to a particular level depending on the seriousness of the behaviour.
All behaviour from stage 3 onwards must be recorded on CPOMS and shared with parents.

Stages	Behaviour	Examples	Consequence
Stage 1 Warning	Low level disruption Not following school expectations	Shouting out Misuse of equipment	Prompt given as a reminder of what is expected.
Stage 2	Continued low level disruption Intentional disrespect or unsafe behaviour	Name calling/ teasing Disrespect	Appropriate consequence to fit the behaviour displayed Time out – 5 minutes
Stage 3	Behaviour displayed which is intentionally disrespectful, unsafe or causes harm or distress Recorded on CPOMS	Rough play leading to someone being hurt Abusive/ hurtful comments Dishonesty (pupils always given the opportunity to be honest before escalation) Persistent disrespect	Appropriate consequence to behaviour displayed: time out within a lesson or miss a playtime loss of privilege – no football community service – repair damage Parent informed Apology
Stage 4	Harmful behaviour which places the safety of others or the environment at risk Recorded on CPOMS	Vandalism Aggressive/ dangerous behaviour Persistent disrespect & refusal	As above, plus the following, as appropriate: Isolation from peers Miss two playtimes
Stage 5	Harmful, dangerous behaviour which causes actual harm and distress to others or the environment Recorded on CPOMS	Persistent disruptive behaviour Racial or other discriminatory abuse Bullying Theft	As above, plus the following, as appropriate: Meeting with parents Suspend from after school activities Lose privileges and responsibilities Potential suspension- Consider outside agencies for support

Each case will be given individual consideration and is at the discretion of the EHT/ HoS and Governing Body to determine the outcome.