



Jacksdale Primary School & Nursery

BEHAVIOUR POLICY

Reviewed: September 2025

Next review due: September 2026



Our School Principles

At Jacksdale Primary School, we believe in three key principles:

Kind

Respect

Safe

These principles underpin all other behaviour expectations, and are embedded in the ethos of the school. They are designed to be memorable and simple, whilst keeping in line with the statutory guidelines of Keeping Children Safe in Education (2025) and is compliant with section 89 of the Education and Inspections Act 2006. This policy has been updated in line with the Department for Education's *Behaviour in Schools* guidance (February 2024) and *Restrictive Interventions, including the Use of Reasonable Force in Schools* (2026). These updates reinforce the importance of a consistent, whole-school behaviour culture with clear expectations, routines and proportionate responses. They also clarify that the use of reasonable force and other restrictive interventions must always be a last resort, used only where necessary to prevent harm, and must be proportionate and the least restrictive option available. The guidance strengthens expectations around safeguarding, the consideration of pupils' individual needs (particularly those with SEND), and introduces clearer requirements for the recording, reporting and review of incidents to support transparency and continual improvement in practice.



Restorative Practice Approach

Good behaviour is essential to enable every child at Jacksdale Primary and Nursery School to learn and enjoy their time at school – both in and out of the classroom.

In the same way that parents and families do at home, we are teaching the children how to behave correctly in different situations and when they're with different people – making sure that they respect each other and the adults in our school community.

It's important to us that we have a whole school approach, which is consistent and fair for everyone to use – teachers, teaching assistants and midday supervisors. We believe that the 'Restorative Practice' approach achieves these goals, whilst promoting a positive and fair ethos throughout the school.

Every child can expect the same response from any adult following a behaviour incident, and may be included in deciding the next steps to take to resolve the issue, restoring any situation where there has been harm or disruption to learning caused.

The restorative conversation prompts below are used by every adult to ensure that children are involved in learning from their behaviour choices, and involved in restoring harm, though some of the questions are changed for our youngest in school.

Restorative Questions 1 Responding to Challenging behaviour

What happened?
What were you thinking about at the time?
What have your thoughts been since?
Who has been affected by what you did?
In what way have they been affected?
What do you think needs to happen next?

Restorative Questions 2 Responding to Those Harmed

What happened?
What were your thoughts at the time?
What have your thoughts been since?
How has this affected you and others?
What has been the hardest thing for you?
What do you think needs to happen next?



Peer Mentors

Peer mentors are elected by the children to provide support for children who may be struggling with consequences of negative behaviour, or who may need a role model for positive behaviours. These mentors follow the school principles of **kind, respectful, safe**, whilst receiving training in Restorative Practice. These peer mentors follow the additional principles that 'At JPS, we fix, we heal, we restore' providing an additional restorative service.



School Behaviour Cards

Our yellow (warning) and red (sanction) card system has been designed with input from the children – and is based on rewarding good behaviour and immediate, linked sanctions for poor behaviour choices, chosen in partnership with children following restorative conversations.

It is not an exhaustive list and should be used flexibly, taking the context into account, the severity and frequency of the behaviour, specific needs of individuals and persistent offenders.

The yellow and red card system is specifically designed to be used for all children who may need reminders of our school principles, and shall be used in class-based and shared areas of the school with the children. Personalised now and next plans are presented to children who continually struggle to make positive behaviour choices so that they can see the consequences, both positive and negative, of their choices, without creating feelings of shame through use in a public, displayed manner. If a child continues to receive yellow or red cards on a regular basis throughout a half-term, then parents will be informed that a now and next behaviour plan is being implemented.

These are used with all adults across the school. We use Paul Dix's Pivotal Practice as part of our scripted conversations to engage with children. These are used by all staff which are pre-set to avoid improvised conversations. In this way, all children will receive the same conversation from any adult.



Early Years and KS1

Because our youngest children are still learning and being shown the positive behaviours we see in school, we have the same simplified system in place for our Early Years and KS1 children – which is based on the same Restorative Practice model used across the school. Consistent verbal reminders are used to teach younger children the behaviour expectations at Jacksdale Primary School and Nursery.



A New Day... A New Start

It's important to remember that every child starts every new day with a fresh start; however, a build-up of poor behaviour choices over a period of time for any individual will be closely monitored using the personalised 'Now and Next Behaviour Plan'.



Rewarding positive behaviour (Any reward may be given at any time)

Everyone deserves and needs praise to feel a sense of achievement, pride and recognition when they have done something well. In Jacksdale Primary and Nursery School the children receive this praise in a number of ways:

- Smiles and verbal praise – a smile and an acknowledgement made directly to a child go a long way – someone noticing something you are doing well means a lot
- Merit Stickers – this lets other people see you’ve done something positive and ask you about it – encouraging high self-esteem
- Raffle Ticket – can be awarded by any adult, for any behaviour or work which is observed to promote a good standard or meet school expectations
- Marvellous Me messages and stickers – a message or sticker sent directly to parents, letting families know about positive learning or behaviour choices
- Class points – to encourage team work – once a class has earned 20 class points they have earned a treat afternoon, organised by the teacher



Behaviour which will result in a negative consequence

Depending on the context of the situation, a yellow card may be given to prevent escalation of other behaviours, though it may be that given the context, any other behaviours may also result in a red card being issued with immediate effect.

- | | | |
|---|--|---|
| - Hurting someone on purpose or in retaliation (red card) | - Throwing things | - Suggestion of weapons |
| - Swearing (red card) | - Damaging property | - Leaving rooms without permission |
| - Biting (red card) | - Stealing | - Threatening behaviour |
| - Refusal to work | - Aggression towards others | - Disruption of teaching & learning |
| - Refusal to follow instructions | - Verbal abuse | - Disrespect to other members of the school community (adults / children) |
| - Teasing/taunting | - Inappropriate language | |
| - Name-calling | - Online/cyber negative behaviour | |
| - Inappropriate body gestures | - Child-on-child abuse (as outlined in KCSIE 24) | |
| - Back-chatting | | |

Some behaviours will automatically result in an instant red card (see the list above). Dependent on the severity of the situation and regularity of behaviours, a yellow warning card may be issued following the adults initial reminder of inappropriate behaviour, prior to the red card (sanction) being issued, so that children have the opportunity to alter their behaviour choices without having a sanction.

Physical behaviour will always result in a playtime detention, regardless of context.

Disruptive behaviour choices impacting on the teaching and learning whilst in class



Child moved to a partner class to complete their work for the rest of the session

Disruptive behaviour choices impacting playtime



Child to miss the remaining playtime session (or following session):
time out bench on playground

Disruptive behaviour choices impacting on dinnertime in hall



Child moved to a separated hall table away from chosen friends and peers

Where repeated negative behaviours occur, individuals will not be permitted to represent the school at extracurricular events which take place during or outside the school day e.g. sporting events, team events, discos, residential, after school parties. Events such as these rely upon pupils representing both themselves and the school to the best of their ability and are considered to be a privilege and not assumed participation.

Immediate threats to the safety of others, or repeated instances of repeated behaviours may result in an immediate fixed term exclusion. School staff reserve the right to search if there is a possibility that children may have items which do not belong to them or which may pose a risk to themselves or others (either on their person or in their possession).

Parents will not be informed of sanctions allocated to children for whom they do not hold PR i.e. the child whom has initiated an inappropriate behaviour against a child or adult.

PIP & RIP -Praise In Public, Reprimand in Private.

As a trauma-informed, restorative school, we endeavour to educate our children in all areas of their life, including in relation to behaviour choices, both positive and negative. We will always praise children in public e.g. in the wider context of assemblies or the class, but we will never reprimand them in public – this is always done privately, away from their peers. It is important that children are not made to feel shame in front of others for their choices. At times, this can make other children feel that ‘nothing is ever done’, but our staff work tirelessly to ensure that all behavioural policies and procedures are followed at all times.



Use of Physical Intervention

It is anticipated at Jacksdale Primary & Nursery School that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others. Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person himself)
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.

The necessary use of any physical intervention at Jacksdale Primary & Nursery School is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.



Communication and support

Children and parents are encouraged to share any worries or concerns they may have at an early stage. Our staff are trained to identify non-verbal communication which may suggest a child is unhappy and intervene where necessary so that any problems are identified and resolved at the earliest possible time. Staff will listen and make any relevant notes in order to clarify and resolve any incidents and where necessary, inform the Behaviour Lead Teacher, Deputy Head Teacher or Head Teacher who may need to investigate further. Parents are encouraged in the first instance to speak to the class teacher about any concerns they may have. If they feel an issue has not been resolved, then they should make an appointment to see the Behaviour Leader in the first instance, then the Deputy Head Teacher or Head Teacher. School staff are unable to discuss children unless the adult has parental responsibility – this includes identifying other children by name when communicating any issues which may have arisen – or informing other parents / children of the consequences in relation to children other than those they are legally responsible for. We encourage children to talk to adults in school if they have any issues which are concerning them, but we know that sometimes children do not report all incidents to adults in school and

report these at home. In this instance, we would encourage parents / carers to communicate with the class teacher either via the school office or in person at drop off or collection time. In line with our school ethos, we request that when communicating any concerns, this is done in an appropriate manner and time allowed for staff to resolve any concerns raised.



Protected Characteristics – including, but not limited to bullying, racism and homophobia.

It is against the law to discriminate against anyone because of:

- age.
- gender reassignment.
- disability.
- race including colour, nationality, ethnic or national origin.
- religion or belief.
- sex.

Jacksdale Primary and Nursery School does not tolerate discrimination, bullying, racism or homophobia. We are committed to creating a positive climate that allows everyone to work free of intimidation and harassment in order to achieve their full potential. Our behaviour policy is underpinned by the school's equality and equal opportunities policy, anti-bullying policy and Keeping Children Safe in Education (2022).



Recording and reviewing

Most incidents are addressed and resolved through the use of restorative conversations, linked to the scripts:

Any mid-high level incidents (red cards) or recurring low level incidents (moved to red cards) will be recorded on our online recording and reporting system, CPOMS. The senior leadership team and behaviour leader (Mrs Heather Davies) will review the behaviour incidents log half- termly. For children who may display more regular challenging behaviours, a 'Now and Next' behaviour plan may be utilised, which will incorporate elevated consequences which may be required with immediate effect. A full report will be made to the governors termly. Any child whose behaviour is concerning or whose challenging behaviours are more frequent will have a personalised action plan drawn up by the class teacher and behaviour leader, so that long-term concerning behaviour is addressed in a positive manner (see appendix 3).



Success is...

- A happy, caring and supportive atmosphere in which every child is able to learn, enjoy and be safe
- Every child having the opportunity to succeed and do their best
- Every child is shown respect by others and shows respect to others, property and the school environment
- Everyone cooperating with each other in a polite, considerate and helpful manner
- Equal opportunities for everyone
- Open communication between children, staff and parents
- Everyone taking responsibility – for both positive and negative choices
- Restorative Practice being used consistently across the school
- Acknowledging when different choices could have led to a different outcome
- Working together to 'fix' if things go wrong
- Accepting that everyone is different and may react in different ways in different circumstances
- Learning that positive choices are good choices
- Having self-responsibility for choices – both positive and negative

APPENDIX 3

Personalised Behaviour Plan

Date	Incident	Consequence NOW	Parents informed – text / phone	Consequence NEXT time there is an incident
		Playtime detention		Playtime detention
		Playtime detention		Lunchtime detention
		Lunchtime detention		1 day detention (both break times + lunchtime)
		1 day detention (both break times + lunchtime)		1 week detention (breakfast club, break times & lunchtime)
		1 week detention (breakfast club, break times & lunchtime)		2 days internal exclusion
		2 days internal exclusion		2 days exclusion
		2 days exclusion		1 week exclusion