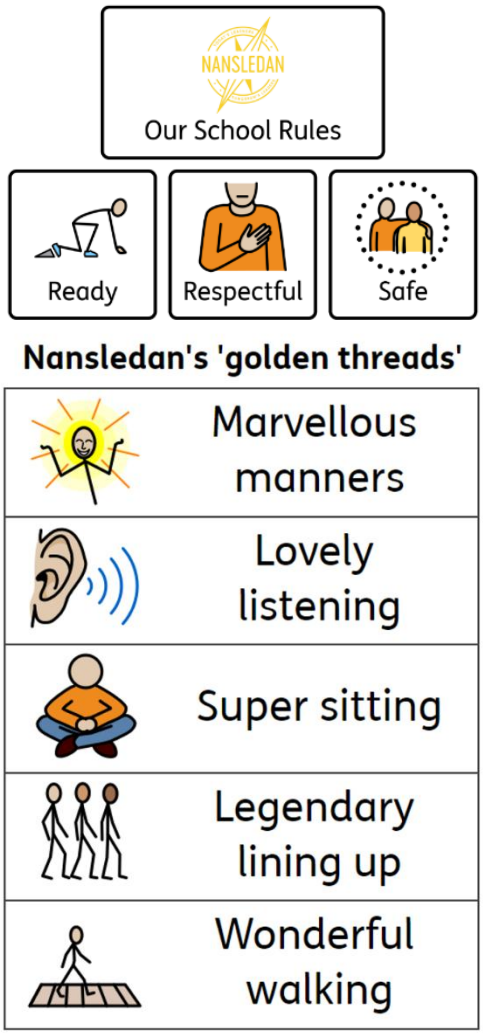
Behaviour Systems and Expectations

Our School Rules:



At Nansledan we use the language of 'Ready, Respectful, Safe' to describe our behaviour expectations. These sit alongside the values we promote and act as a framework for of non-negotiables for pupils' behaviour ALL staff and children are expected to know and understand what we mean by these words. When responding to children's behaviour, adults should use the consistent language of 'Ready, Respectful Safe.'

Additionally, we actively model and encourage 'golden threads' in the behaviours we wish to see (see Appendix 1):

- Marvellous Manners
- Lovely Listening
- Super Sitting
- Legendary Lining Up
- Wonderful Walking

These rules will be clearly displayed in each classroom and around the school, with additional visual reminders of the expectation within each 'golden thread'.

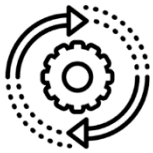
Our agreements are expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring (in an age-appropriate way) what the expectations mean through a variety of approaches e.g. stories, circle time, drama, photographs, dance, art, PSHEE, TIS activities, including whole class TIS activities, whole school values, assemblies etc.

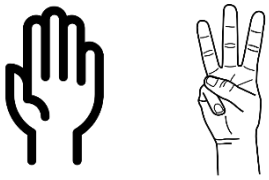
What behaviours might we see that are explicitly linked to our rules?

Nansledan – Expected behaviours

		
Lovely listening when others are talking	Marvellous Manners at all times	Wonderful walking on the left
Legendary lining up at all times	Keep the spaces we work in clear and tidy	Move calmly around the school and outside
Be punctual	Try hard in all lessons	Use all equipment properly
Follow instructions carefully	Take care of everyone and everything	Kind hands and feet
Wear the correct school uniform including P.E kit	Use kind words at all times	Protect our own and each other's bubbles
Have the correct equipment	Respect the ideas and beliefs of others	Tell an adult if something is wrong
	Win and lose gracefully	Play only in the places allowed
		Use technology responsibly

Routines:

Transitioning at Nansledan School	
	**In the classroom:** • Staff should greet children with eye contact for each registration session. • Calm music should be playing while children are entering the classroom. • Children should follow agreed morning routines e.g. water bottles in carriers, coat hung up then begin morning task. • An established seating plan and talk partners should be in place for each class. • An appropriate activity should be in place to help pupils settle in during the start of the day. • Register to be taken promptly at 8:50am and by 1:00pm. • The signals 1,2,3 are used to move pupils from one area to another. **Moving around school:** • Children should walk on the left-hand side, calmy and quietly - praise used for *Wonderful Walking*. When walking in a line, children should be silent and lead by an adult, stopping at regular points to regroup and re-establish expectations for moving around the building. • Lining up – an established line order should be in place with thought given to who sits/stands next to one another. Children line up in 'line up order' and silent - praise used for *Legendary Lining up*. • A child will hold the door open for the rest of the class and then rejoin the line. • Children should be encouraged to hold doors and speak with good manners to others and use excuse me, please and thank you – praise given for *Marvellous Manners*. • Only 1 boy/girl can leave the room at any time, and a clear system will be in place to ensure that this happens.

	• Whole classes or groups of children will not be unattended in the building (unless they are a prefect) – all adults will challenge children who are in the building unattended. • Children must be escorted in the building at lunchtime by a member of staff who calls them in from the hall. • When a class is called for lunch all children to line up at the Y4/5 door before entering the building quietly. • Y4/5 door used only at lunchtime. The other door to remain closed. **To and from assembly:** • Children are expected to enter and leave assemblies silently and sensibly. • The line will be led by an adult and will not move unless completely silent. • Pupils should not talk to each other during the assembly – voices off unless prompted by an adult. • Children should be active listeners and engage with the content of the assembly, demonstrating *Lovely Listening* and *Super Sitting* with eyes on the speaker. • Children who are not silent or following the school rules will be asked to sit on the end of the line and wait at the end of assembly while adults reinforce the expectations. **On the playground:** • We expect all children to continue to be Ready, Respectful and Safe on the playground and follow the school's core values. • Children should not enter the main building unless instructed to/given permission by a member of staff. • At the end of lunch, staff will blow a whistle, signalling for pupils to stop/freeze. A second whistle will then blow, signalling for children to walk calmly and quietly to the line, bring the equipment to containers and wait to be collected by their teachers. **In the dinner hall:** • Children enter the hall quietly when called for their meal. • Once they have collected their meal, they sit at a table with their peers. • Voices should be at a talking level and not a shout. • Manners are used towards lunchtime staff and praise used for *Marvellous Manners*. • All cutlery and plates are returned to the wash station and pupils exit the hall quietly.
Gaining pupils attention at Nansledan School	
	**The approach to gaining a pupils attention is:** • The class should be stopped in a consistent way, using a sequenced clap followed by the silent stop signal. • Signal, pause, insist is used by all staff to ensure every pupil responds promptly and consistently, creating a calm and focused environment for learning.
Clear and consistent expectations at Nansledan School	
	In the classroom: • Staff consistently use the language of ready, respectful, safe for praise and to award good behaviour for learning. Children move across the class reward system for good behaviour for learning, which is displayed in each room.



- The learning environment is tidy and organised using calm muted colours to support good learning behaviours.
- Visual timetables are displayed and referred to, to outline the structure, activities and events of the day.
- Children are expected to stay in seats and must follow agreed systems for moving around the room, e.g. getting a drink or with teacher's permission.
- Teachers should have all resources ready and organised. Children should be taught how to hand out resources e.g. by using monitors.
- Children should not leave the classroom during lesson time without permission from a member of staff.

On the playground:

- We expect all children to continue to be Ready, Respectful and Safe on the playground and follow the school's core values.
- Children should not enter the main building unless instructed to/given permission by a member of staff.
- At the end of lunch, staff will blow a whistle, signalling for pupils to stop/freeze. A second whistle will then blow, signalling for children to walk calmly and quietly to the line, bring the equipment to containers and wait to be collected by their teachers.

In the dinner hall:

- Children enter the hall quietly when called for their meal.
- Once they have collected their meal, they sit at a table with their peers.
- Voices should be at a talking level and not a shout.
- Manners are used towards lunchtime staff and praise used for Marvellous Manners.
- All cutlery and plates are returned to the wash station and pupils exit the hall quietly.

Independent work expectations at Nansledan School



Noise level:

- Visual prompts are displayed to indicate the noise level required for different activities in the classroom.
- During independent work, the expected noise levels are **silent, whisper, partner talk or presentation voice** as directed by the teacher.
- Pupils are directed to the visual prompt as a reminder during tasks, ensuring a calm and focused learning environment.

Tasks

- All tasks are clearly explained before pupils begin independent work. Teachers ensure that:
- Success criteria or WAGOLLs are shared where appropriate.
- Pupils know what they are completing, how long they have, and what to do when they finish.

Pupils are expected to:

- Begin work promptly and use learning time efficiently.
- Follow the steps of the task in order, using resources provided (word mats, manipulatives, scaffolds, etc.).
- If pupils require assistance, they should 3 before me strategies first before asking for help.

Promoting positive behaviour

Praise and recognition:

Children at Nansledan are expected to follow the expectations of being 'Ready, Respectful and Safe' at all times and to embody the school values. Staff praise this behaviour and are positive role-models around the school. Where pupils are meeting the school's expectations for behaviour and exemplifying the school's values, staff can reward them using the school reward system.

Positive noticing:

Positive noticing is a simple, practical and highly effective to praise good behaviour whilst building self-esteem and confidence. Positive noticing involves staff actively acknowledging when children have done the right thing. e.g. 'thank you, X, for looking at me.", "I love the way that X is ….", "I am impressed with how Class X is lining up sensibly".

School rewards systems:

In class systems for reinforcing positive behaviours:

'Our Positive Behaviour Chart' (below) will be displayed and used in every classroom.
All children will start on green at the beginning of each day. When children are demonstrating an aspect of ready, respectful, safe or embodying the school values they will move across the reward chart, earning a Dojo point every time.
Children should be awarded for specific successes, with staff naming the behaviour they are praising.
KS2 children will 'reset' back to green at the beginning of each day and after lunch.
KS2 children will be able to earn a maximum of 6 Dojo points a day for consistency across all KS2 classes.
KS1 children will 'reset' back to green at the beginning of each day or when they have got to 'Gold'. They are encouraged to get to gold as many times a day as they can.
Children will never be moved down the behaviour chart or Dojos taken away.

Green	Purple	Blue	Gold
Ready, Respectful, Safe: Aim for Gold!	Well done, you're going in the right direction! You've earned 1 Dojo	Keep up the good work! You've earnt 2 Dojos	Amazing!! You've earnt a sticker and 3 Dojos

Whole class reward systems:

Each class will have a whole class reward system in place – a 'pom-pom' in the jar.'
At the start of each term, each class should agree on a collective reward they are working towards, such as:

- Class disco
- Skate Park
- Mini sports activity/ field time or similar outdoor activities

The class earns a pom-pom each time they are all following Nansledan's Ready Respectful Safe expectations or embodying the school values. When the jar is full, the class teacher will then organise the class reward. After the reward, the jar will be emptied and the process can start again, with the children having the opportunity to select a new reward.

Certificates for celebration assembly:

- Once a week, during celebration assembly, teachers should award a 'Star of the Week' and 'Values Award' certificate:
- 'Star of the Week' awards will be nominated by teacher for excellence in a focus area / going 'over and above.'
- Values awards will be nominated by teachers for children who have demonstrated this half term's focus school value.
- Miscellaneous certificates for music, reading, sports, etc… are also celebrated.
- Out of school achievements will also be celebrated during celebration assembly.

Head Teacher's Award:

If a child has produced especially impressive work, has gone 'above and beyond', made excellent progress or has demonstrated an excellent attitude to learning, then teachers can send the child with their work to a member of SLT or the HoS for a 'Head Teacher's Award'.

Sharing with parents:

Teachers can, at their own discretion, send home a class 'Super Learner Award.' Teachers should actively seek out opportunities to share successes with parents, especially those who are hard to engage, such as calling home to inform them of a positive day or part of the day.

Responding to poor behaviour

Preventing poor behaviour:

At Nansledan, we use a preventative approach to managing behaviour. Prior to using any consequences or sanctions, staff will do everything in their power to prevent reaching this point. This would happen through:

- Promotion of 'Ready, Respectful, Safe' behaviour across the school.
- Use of positive praise to encourage good behaviour.
- Building and maintaining of relationships.
- Adopting a trauma-informed approach to understand barriers to good behaviour.

When consequences need to be used, we ensure that:

- Sanctions are applied with fair warning and compassion.
- Children are supported to rectify their behaviour.
- As far as possible, discussions about behaviour take place away from peers.

Sanctions for poor behaviour:

Learners are appropriately held responsible for their inappropriate behaviour. Staff will deal with the behaviour which they have witnessed and will pass on information to colleagues as appropriate. Staff will always deliver sanctions calmly and with care, reflecting and using the opportunity for learning from the poor behaviour choice.

All staff should operate our staged approach to sanctions, which allow pupils to identify the next consequence and how they can turn it around. Pupils for whom this approach is not appropriate, will have an Individual Positive Behaviour Support Plan detailing alternative and appropriate system that works for them (see below).

We use an eight-staged approach to manage and modify behaviour that does not reflect our school rules. The stages should always be followed through with care and consideration, taking individual needs into account where necessary. All learners must be given 'take up time' in between stages.

Poor behaviour will be assessed by using the Nansledan Behaviour Stages table to decide whether it should be 'staff' or 'leadership' managed. When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary and will immediately be escalated to SLT. An internal suspension may be issued as a consequence for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Exceptional Immediate Response'.

Positive Behaviour Support Plans (PBSPs)

For a small minority of pupils, the implementation of the main behaviour policy will not be appropriate for their needs. In these cases, pupils will need a system of rewards and consequences that are additional to or different from the main policy.
Class teachers and the inclusion team will create a PBSP for these children, which will be shared with parents.
These will detail:

- Individualised reward systems and strategies.
- Strategies and provision in place to prevent dysregulation.
- Appropriate consequences for the child's level of need.

Nansledan Behaviour Stages

Staff Assesses Behaviour - Should the behaviour be Staff managed or Leadership managed?	
Staff Managed Behaviours - Stages 1 - 4	**Leadership Managed Behaviours- Stage 5**
Low Level Disruption Calling out, not following instructions, distracting behaviour	**Persistent Disruptive Behaviour** Persistent defiance, not following instructions, refusing or disrupting the learning of others
Physical Contact (Reaction) Pushing, shoving, play fighting etc..	**Physical Aggression (Intent)** Kicking, hitting, pushing with intent to harm, danger/harm to themselves or others
Defiance/ Disrespect Answering back, refusal, disruption to learning	**Abusive Language** Swearing, racist language, homophobia, sexism, non-inclusive or offensive language
Inappropriate Language Name calling, non-directed swearing	**Threat/ Verbal Bulling** Verbal threats of aggression against another person, answering back
Misuse of Property Minor vandalism of property	**Vandalism of School Property** Major Vandalism

Stage		Action – Stages 1-4 Fresh start at the beginning of every session. Stages 5-8 recorded on MyConcern
1	**Praise Others**	Praise those who are following the instructions / exhibit the desired behaviour.
	Non-Verbal Reminder	e.g. Catch their eye, Makaton sign, point to pictorial.
	Verbal Reminder	**Reminder** of appropriate behaviour/school rule: Ready, Respect, Safe *e.g. Show me your ready -super sitting please.* **If the behaviour continues move to stage 2.**
2	**Caution**	Clear **verbal caution** (privately where possible) with reference to school rules and previous good conduct but explaining the consequence if the behaviour continues. *e.g. I know that you can be respectful and listen beautifully. If you continue to shout out, you will repair with me at break time.* **If the behaviour continues move to stage 3.**
3	**Repair – Reflection Time**	'**Time with' adult** away from others to reflect and have a **restorative conversation** to **repair** using the language of WINE (I... Wonder, Imagine, Notice and Empathise). Child **misses 5 mins of break time** and has a **restorative conversation** - child repairs with others involved. **If the behaviour continues move to stage 4.**
4	**Time out**	Child moves to **partner class for 10 minutes**, with reading book, to **reflect**. When calm, child has a **restorative conversation** with teacher to repair using the language of WINE. Child **completes worked missed** at breaktime (if refuses work is sent home) and **repairs** with others involved. Parents informed - phone call from CT. **NB – refusal/ repeat behaviour 3 times in 1 week and/or regular and continued poor choices over a sustained period of time = Stage 6.**
5	**Escalation to SLT**	Child taken to SLT. When calm, child has a **restorative conversation** and **repairs** with others involved. Child **misses all of next break/lunch time.** Parents Informed – phone call from SLT. Logged on MyConcern identifying the stage. **Repeated behaviour once more in a half term – move to stage 6.**
6	**SLT Provision Reviewed**	Child taken to SLT. When calm, child has a **restorative conversation** and **repairs** with others involved. **Internal suspension and/or privileges removed such as leadership roles, attendance at sports events, school trips or residentials following advice from Inclusion Lead.** Parents Informed – phone call from SLT. Logged on MyConcern identifying the stage. **Playtime/ Classroom Provision reviewed with CT and Phase Leader:** e.g. reward chart, safe space, sensory breaks, visual timetable, now/next, calm working space, visual break card. **Parent Meeting** with CT and SLT to share provision. Followed up review meeting arranged in specified time frame e.g. two weeks. **If the behaviour does not improve within the agreed time frame, move to stage 7.**
7	**SLT Positive Behaviour Support Plan**	Child taken to SLT. When calm, child has a **restorative conversation** and **repairs** with others involved. **Repeated suspension to match reviewed provision and/or privileges removed such as leadership roles, attendance at sports events, school trips or residentials following advice from Inclusion Lead.** Parents Informed – phone call from SLT. Logged on MyConcern identifying the stage. **Advice from SENDCO/** SENDCO observation and provision reviewed. Request for support/ observation from **Aspire Area SENDCO.** **Positive Behaviour Support Plan written** with CT/ SENDCO.

			Parent meeting with CT, SLT and SENDCO to share behaviour plan and reviewed provision. Followed up review meeting arranged in specified time frame. Positive Behaviour Plan implemented and shared with all staff. **If the behaviour does not improve within the agreed timeframe, move to stage 8.**
8		**SLT Sanction decided with advice from inclusion lead**	Child taken to HoS. When calm, child has a **restorative conversation** and **repairs** with others involved. SLT determine **sanction according to policy and advice from Inclusion Lead**. Parents Informed – phone call from SLT. Logged on My Concern identifying the stage. **Provision and Positive Behaviour Support Plan reviewed** with CT, SENCO and SLT. Reviewed provision and behaviour plan shared at **reintegration meeting** if resulting in an external suspension and/or parent meeting with CT, SLT and SENDCO to share reviewed **Positive Behaviour Support Plan**. Followed up review meeting arranged in specified time frame.
		Exceptional Immediate Response	When certain **gross misbehaviour** has occurred towards pupils and adults, such as:- • **Serious fighting** • **Bullying** • **Derogatory behaviour such as racist, homophobic or non-inclusive** • **Intentionally damaging property** • **Seriously hurting others with deliberate intent.** In these cases, the incident will immediately be reported to SLT, investigated and logged on MyConcern. This may take the form of an internal or external suspension. External suspensions will involve consultation with the Inclusion Lead for the Trust/ senior member of staff. A phone call home by a member of SLT will automatically take place.

In the Playground:

The member of staff on duty is directly responsible for pupils' behaviour. Class teachers are responsible for regularly discussing positive strategies and successful resolution ideas within classes. Pupils should be taught strategies for problem solving situations successfully.

Lunchtimes:

Lunchtime staff are responsible for monitoring the behaviours of children at all times. Every lunchtime there will be a member of staff on duty. These will be senior members of staff who will have a radio available and will be able to attend and support.

Stage		Action
1	**Praise Others**	Praise those who are following the instructions / exhibit the desired behaviour.
	Non-Verbal Reminder	e.g. Catch their eye, Makaton sign, point to pictorial.
	Verbal Reminder	**Reminder** of appropriate behaviour/school rule: *Ready, Respect, Safe* *e.g. Show me respectful behaviour please by using kind words.* **If the behaviour continues move to stage 2.**
2	**Caution**	If child has reported that another child is being unkind to them, the adult investigates using **'The Restorative Five' questions approach** (see Appendix 3) and speaks with all children involved. If a minor disagreement they will be asked to **apologise** and continue playing with their friends.
3	**Yellow Card 'Walk and Talk'**	If a child has admitted to, or been found to have failed to follow one of the school rules or being Ready, Respectful and Safe, they will be asked to **'Walk and Talk' with an adult for 5 minutes** to discuss the behaviour using **'The Restorative Five' questions approach** (see Appendix 3) and **repair** with others involved. **If the behaviour is repeated move to stage 3.**
4	**Red Card 'Leave the Area'**	If a child has already received a yellow card and the **behaviour repeats**, the child will receive a **red card** and be asked to **'Leave the Area.'** They will be taken into the studio where there is a member of staff on duty who will deal with the incident. If this is on the **MUGA**, they will **miss their MUGA time the next day.** If this is on the **playground**, they will **miss 15 mins of their time the next day.** When calm, child has a **restorative conversation** using the language of WINE and **repairs** with others involved. Parents Informed – phone call from CT. **NB – refusal/ repeat behaviour 3 times in 1 week and/or regular and continued poor choices over a sustained period of time = Stage 6.**
5		If there is believed to have been any of the following, more serious incidents: • **Physical Aggression (Intent):** Kicking, hitting, pushing with intent to harm, danger/harm to themselves or others • **Abusive Language:** Swearing, racist language, homophobia, sexism, non-inclusive or offensive language • **Threat/ Verbal Bullying:** Verbal threats of aggression against another person, answering back • **Vandalism of School Property** the child will automatically receive a **red card** and **'Leave the Area.'** They will be taken to the studio/ member of SLT on duty who will deal with the incident. Logged on MyConcern identifying the stage. **Stage 5-8 (above) as appropriate.**

Restorative approaches:

When an incident occurs, a restorative approach is used to help the child/ren think through their behaviour, its consequences and what they can do to make it better. The aim of this is for children to be able to take ownership over their actions and to repair with those affected.

We will:

- Give the child/ren time to calm down before speaking to them
- Listen to each child explaining what has happened including any witnesses if possible

Reflect and repair:

Children must be supported to reflect on the incident and repair with those affected by the behaviour.

'The Restorative Five' questions approach should be used as a prompt to encourage children to reflect upon their actions. The adult reflecting with the child should use the questions to frame their discussion.

After a reflection, a developmentally appropriate 'repair' should be facilitated between the child and those affected. The repair should be discussed and agreed with the child. The repair could take the form of a verbal apology, a written apology, a gesture of repair (e.g. tidying up mess made), so on.

