

Aspire Academy Trust



Nansledan Behaviour Policy

Date: September 2021

Review Date: September 2023

Responsible for implementation: Head of School

Nansledan School Behaviour Policy - Managing & Supporting Positive Behaviour

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Nansledan School.

It is a working document designed to enhance the development of positive relationships between pupils, adults working in the school, parents and other members of the wider School community.

This policy reflects current practice within Nansledan School. Its fair and consistent implementation is the responsibility of **all** staff.

Pupils have contributed to the behaviour policy through their involvement in the development of the school's general rules.

Aims

The aim of Nansledan School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a **supportive** way.

We aim to promote an environment where all feel happy, safe and secure. Nansledan School wants all its pupils to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements. Nansledan School has three Rules for Life. **The primary aim of the Behaviour Policy, however, is not a system to enforce rules but rather to promote good relationships**, so that people can work together with the common purpose of helping everyone to learn.

Nansledan School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend school free from fear (See Aspire Anti-Bullying Scheme for further information).

The

The core beliefs of Nansledan School are that:

- Our response to a child's behaviour should be informed by the principle, '*what is the child learning from my response and how does this support them to behave well in the future?*'
- Behaviour can change and that every child can be successful.
- Praising and using a system of rewards are more likely to change behaviour than blaming and demanding. Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We consider the safety of other pupils and minimise disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.

A Policy for Staff, Pupils & Parents

Expectations of staff

The following expectations should be developed and agreed by staff in the School:

- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and inclusive curriculum.
- To create a safe and stimulating environment that supports children's learning.

Expectations of pupils

The following pupil expectations should be **developed and agreed** by children in the school.

- To work to the best of their ability and allow others to do the same.
- To treat adults and children with respect and to be aware of the impact of their behaviour on others.
- To follow the instructions of all adults who work in the school.
- To take care of and respect property within the school environment and community.
- To follow the agreed School Rules.

Expectations of parents/carers

Parents and carers are asked to support the School's Behaviour Policy.

- To ensure children are aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

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- To encourage independence and self-discipline, to show an interest in all that their child does in the School.
- Ensuring that their children attend school in good health, punctually and regularly.
- To enjoy good relationships with the school and to support the school in the implementation of this policy.

Rules for Life – Our School Rules

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| <ol style="list-style-type: none">1. Show respect and good manners at all times2. Follow instructions with thought and care3. Care for everyone and everything |
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In order to achieve the above we will:

- Explicitly teach the school rules and why they are important
- Provide opportunities for children to be active participants in their own learning and development
- Clearly state the boundaries of acceptable behaviour
- Respond promptly, developmentally appropriately and consistently to children who test these boundaries
- Promote good behaviour in a positive way
- Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging
- Work with parents where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships

Good Routines

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes:

- The learning environment – tidy, interactive, stimulating and celebratory
- Classroom organisation – so that the basic needs are met and children can find what they need
- Hygiene – children will wash their hands regularly and respect the 'catch it, bin it, kill it' approach, avoiding touching their mouth, nose and eyes with hands
- Personal equipment – children will be respectful of other children's equipment
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the school – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day,
- Assemblies- a time for communal celebration and quiet reflection - children and adults to enter and leave silently

As well as the School Rules, every member of the School community should apply the following principle: *If you don't stop the inappropriate behaviour you are condoning it;*

A Positive Approach

We believe good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. Therefore, we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

Our positive approaches to behaviour involve us 'noticing' and rewarding good choices, being explicit in descriptive feedback and praise and providing reward as reinforcement. TiS and the programmes of study in PSHE all provide examples of skills and vocabulary for adults to use to encourage learning in this way and we have a clear reward system in place to encourage and reinforce positive behaviours.

Using a TiS Approach

At times, a child may demonstrate a behaviour that impacts on wellbeing or teaching and learning. As a Trauma Informed School, we are aware that the behaviour may be an indication that something is wrong. We will remain curious in our engagement with the child and employ sentences such as, "I've noticed you are doing XXXX/ finding it hard to concentrate, I wonder if there is something I can help you with?"

Restorative Approaches

When an incident between children occurs we need to try to:

- 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
- Ask anyone who has been at fault what should have happened and what they would do differently next time
- If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Positive Handling

At Nansledan School safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk when there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. The use of Team Teach will be reasonable, proportionate and necessary. Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe. If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

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Rewards and Consequences Overview

The pupils must be aware of the rewards system that is in place and the consequences which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. These should be clearly displayed in each classroom. Our system is flexible to take account of individual circumstances. The emphasis of the School's discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

All staff should operate our **stepped approach** to sanctions, which allow pupils to identify the next consequence. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Wherever appropriate, pupil's best efforts will be celebrated through display and performance. Pupils who have positions of responsibility (Pupil Jobs) will receive a weekly reward to act as payment for their work.

Rewards may involve:

- Verbal praise
- Verbal praise to parents about their pupils
- Stickers and stamps
- Certificates
- Dojo Points
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Privileges e.g. chair in assembly/leading the line/choosing an activity
- Individual and Class Dojo reward activities
- Class wide rewards

Dojo Points & Class Reward Time - Individual points and a system for whole class points is to be applied on a daily basis. Whole Class points will frequently be used to reinforce consistency of expectations through the use of class targets. These points are to be awarded when **all** class members demonstrate the desired behaviour or achievement.

Reward time will be awarded when a pre-agreed total of dojo points has been gained across the class as a whole. This is a class chosen activity and may include:

Extra playtimes, 'choosing time', extra lesson of their choice, an outdoor game session or outdoor learning session, mini excursion, dress up day, 'bring a game from home' session, iPad session, watching part of a film & have popcorn, cooking, a den building session, etc.

Consequences

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Alongside our TIS approach, at times and for a variety of reasons, a child may continue to find it difficult to behave in an acceptable manner. If this happens, there are further strategies and sanctions that may be used by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

As a TiS School, we believe it is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future. Consequences should not be punitive, shaming or detrimental to the child's view of themselves.

We want children to be aware that for poor behaviour, there are consequences. Part of the consequence is the need to give time to reflect on the events and what can be learned. There will also be 'natural' consequences for their action, for example using lunchtime or break to complete their work.

Support and opportunities to change inappropriate choices are always given through early warnings with a stepped system in place, however, if the pupil shows no willingness to modify their behaviour, then a yellow card will be issued and reflection time will follow at the next available break. A member of staff may speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent.

Step 1 - A verbal warning

This should be **verbal**. It should be clear and firm. The pupil should be told what it is he/she is doing wrong and told they have a warning.

For example, *'You were talking when you should have been listening. You have chosen to break the school rule of following instructions - so you have been given a warning. Next time you choose to break a rule your name will be written on the Stop & Think board'*

Step 2- 'Stop and Think'

In Y1-Y6, name written up under Stop and Think (on the teacher's desk) and the pupil is told clearly and calmly it is now time to 'Stop & Think'. This should follow the above verbal warning and should be stated in terms such as:

'I've already given you a warning this session/lesson/playtime now I'm writing your name on the Stop & Think log to remind you to STOP AND THINK.

In YR, the pupil's name will physically be moved to the class Stop & Think symbol and the need to *STOP AND THINK* is explained to the individual in a way that is appropriate for their developmental stage.

If pupil has then behaved appropriately until the end of the session/lesson their name is removed from the log), ready for a fresh start next session.

If pupil breaks another rule whilst name is on the log, then move to stage 3 of the consequences.

Step 3 - Yellow Card

Consequence is to miss some of the next playtime for reflection time.

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These children will miss a part - appropriate to age - of the next playtime or reward activity (even if it is the next day). This should be logged in the class Behaviour Log through My Concern. Lost playtimes/ reward time may take place standing next to the supervising adult. During this time the children should be asked to reflect on their behaviour and be reminded of our rules and expectations. It is an opportunity to reflect on the positive behaviour they see around them.

Step 4- Red Letter home

Should a pupil miss 2 or 3 (age appropriate) separate playtimes in quick succession (ie in one week) a 'Red Letter' will be sent to the pupils' parents/carers alerting them to our concerns regarding the pupils behaviour.

Exceptions- Straight to a Red Letter

A Red Letter will be sent home for absconding, fighting, being defiant, deliberately hurting an adult or another child. This will be sent to parents/cares via Arbor (creating a log) and recorded in My Concern.

Step 5 - Meeting with parents

Following 2 or 3 Red Letters a meeting will be called between the child's parents/carers and class teacher to discuss ways forward for a behaviour plan for the pupil. The meeting will in in person or via TEAMS and will be logged in Arbor as a communication note.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Nansledan School welcomes the interest and close involvement of parents and we expect that parents will support the agreed Behaviour Policy.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the school in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the parents, staff and the child.

The Severe Clause

In our behaviour plan a severe clause is in place so the school and children know what behaviour will not be tolerated in school. ***If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.*** The following are incidents that may lead directly to internal or, on rare occasions, it may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

- Persistent, serious or offensive verbal or physical abuse of a child
- Verbal or physical abuse of an adult
- Dangerous behaviour (likely to result in a serious harm or accident)
- Deliberate damage to property
- Open defiance
- Constant disruption to the education of other children;

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Leaving the school site without permission

Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements;
- Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute;
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.

There will be zero tolerance of any form of serious assault on pupils or staff.

The Strategic Partner and the Hub Council of the School have a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

Fixed-term and permanent exclusions

Only the Head of School or Strategic Partner has the power to exclude a child from the School. The Head of School or Strategic Partner may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. They may also exclude a pupil permanently. Before taking such a step the Head of School and Strategic Partner will have taken advice from the Hub Council, the Aspire Board, the Education Welfare Service, County Psychological Service or the school medical officer.

If they excluded a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head of School or Strategic Partner makes it clear to the parents that they can appeal against the decision to the governing body. The School informs the parents how to make any such appeal.

The Head of School or Strategic Partner informs the Local Authority (LA) and the Hub Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Hub Council itself cannot either exclude a child or extend the exclusion period made by the Head of School/ Strategic Partner. Your child may be excluded from school for a number of reasons, and for anything from a half-day to permanently.

Nansledan School will adhere to the principal legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012' which relates to :

The Education Act 2002, as amended by the Education Act 2011;
The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
Section 89 of The Education and Inspections Act 2006; and
The Education (Provision of Full-Time Education for Excluded Pupils) (England)

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Regulations 2007.

Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the School have been used, and all the above procedures followed, then a child will be excluded for a fixed term. This can be one day or up to five days. Parents will be contacted immediately and invited into school to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

- Persistent long term defiant behaviour;
- Threatened or actual physical assaults;
- Sexual abuse;
- Supplying illegal drugs or carrying an offensive weapon.

Permanent Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

a thorough investigation has been carried out;

- the child being considered for exclusion has been encouraged to give their version of events;
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment;
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible;
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

Inclusion

It is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at Nansledan School we would expect to look for a suitable setting for that child rather than excluding them.

Monitoring & Review

The Strategic Partner, supported by the Head of School, will monitor the effectiveness of the Behaviour Policy on a regular basis, reporting to the Hub Council on the effectiveness of the policy,

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and if necessary, make recommendations for further improvements. This policy is to be reviewed every two years by staff, governors, parents and pupils.

Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We recognise that positive behaviour needs to be explicitly taught within the school. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.

Appendices:

Appendix 1 – Rules for Life

Appendix 2 - Outline of Behaviour Policy 'steps' for display

Appendix 3 - Red Letter template

Appendix 4 – Covid Measures

Appendix 1 – Rules for Life

Nansledan Rules for Life

Show respect and good manners at all times

Care for everyone and everything

Follow instructions with thought and care

Appendix 2- Sanctions for Unacceptable Behaviour

1) A verbal warning

The pupil should be told what it is he/she is doing wrong and told they have a warning.

For example

'You were talking when you should have been listening. Therefore, you have chosen to break a school rule of following instructions- so you have been given a warning. Next time you choose to break a rule your name will go on the Stop & Think Log.'

2) 'Stop and Think'

The pupil's name goes on the Stop and Think log. Any pupil in Key Stages 1 or 2 will also be asked to STOP & THINK. This should follow the above oral warning and should be stated in terms such as:

'I've already given you a warning this session/lesson/playtime now your name is going on the Stop & Think log to remind you to STOP AND THINK.'

If pupil has then behaved appropriately until the end of the session/lesson their name is removed from the log, ready for a fresh start next session. If pupil breaks another rule whilst name is on the log, then move to stage 3 of the consequences.

3) Yellow Card

A Yellow Card is issued and shown to the pupil. Following this being issued, the consequence is to miss some of the next playtime/ reward time even if this is the following morning. Lost playtimes will take place standing next to the playground supervisor or with a member of the child's class team. During this time the children should be silent and asked to reflect on their behaviour. The Yellow Card will be logged in the school electronic behaviour log (Arbor).

4) Red Letter home

Should a pupil miss 2 or 3 (age appropriate) separate playtimes in quick succession (i.e. in one week) a 'red letter' will be sent to the pupils' parents/carers alerting them to our concerns regarding the pupils' behaviour. There will be an identified in-school consequence also (e.g. missed playtime/ internal lunchtime exclusion/loss of privilege). The Red Letter is sent via Arbor and logged in Arbor as a behaviour log.

Exceptions- Straight to a Red Letter

A Red Letter will be sent home for any behaviours outlined in "The Severe Cause". These are any of the following; Intentional physical harm towards another person; Bullying; Swearing; Persistent, Serious or offensive verbal abuse of a child; Verbal or physical abuse of an adult; Dangerous behaviour likely to result in a serious harm or accident; Deliberate damage to property; Open defiance; Constant disruption to the education of other children; Leaving the school site without permission; Bringing an illegal or dangerous substance (or object) into school. Any 'Severe Cause' behaviours would also be noted in My Concern.

5) Meeting with parents

Following 2 or 3 Red Letters a meeting will be called between the child's parents and a senior member of staff to discuss ways forward for a behaviour plan for the pupil.

6) Exclusion from School

As outlined in the school Behaviour Policy

Appendix 3 - Red Letter template

Draft Letter:-

Date

Dear _____ (parent's/carer's name),

We are writing to you today as we are concerned about **xxxxxx**'s behaviour.

He/She has broken the school rules despite being given warnings and chances to correct his/her behaviour. We have a clear behaviour reward and sanction system in school and **xxxxxx** understands that if they choose to break the rules then there are consequences.

EITHER:

XXXXX has had **XX(quantity)XX** Yellow Cards in a period of 1 week. This means that they have not responded to repeated warnings and to the sanction of missing some playtime. The consequence of which is this letter alerting you to our concerns.

OR (For behaviour that is a severe cause for concern):

XXXX has behaved in a way that will not be tolerated at Nansledan School, as stated in our Behaviour Policy (Severe Cause for Concern), **(Select from):**
intentionally causing physical harm to another child; demonstrating bullying behaviours; demonstrated serious or offensive verbal/physical abuse towards another child; verbally/physically abusing an adult; swearing towards a child/adult; showing dangerous behaviour likely to result in serious harm or a serious accident; causing deliberate damage to property; showing significant open defiance; consistently causing disruption to the education of other children; bringing an illegal/ dangerous substance/object into school that is a risk to safety. The consequence of which is this letter alerting you to our significant concerns. Please note that this behaviour can lead to fixed-term or permanent exclusion from school.

We are sure you appreciate that we do not wish **his/her** behaviour to deteriorate further but would rather we work with you to ensure a positive outcome can be reached. Please could you talk to **xxxxxx** and remind them of your expectation that he/she behaves appropriately at school and that this behaviour can not continue.

We will continue to monitor behaviour, which includes praising **him/her** when **he/she** makes the right choices. Should their behaviour continue to cause concern, you will be invited to a meeting for us to discuss a way forward.

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We are sorry if you are disappointed by this letter, but we are sure as a parent you would want to know any concerns at the earliest opportunity. Please do not hesitate to contact us if you feel a meeting would be beneficial or if you have any concerns.

Thank you for your support.

Yours sincerely,

XXXXXXXXXXXXX

Year X Class Teacher

Appendix 4- COVID – 19

Following COVID-19, children will be taught about any adaptations to our normal school routines and structures, providing rationale where possible. By keeping children informed, it will support them in feeling safe.

At times, post lockdown, there may be adaptations to: - drop off and collection arrangements - play time and lunchtime arrangements - sharing of equipment - use of toilets - use of shared spaces This is not an exhaustive list, but provides some examples.

Throughout our return to school, all responses to children's actions will be reasonable and proportionate. The school will make reasonable adjustments to support all children. This may come in the form of adapting spaces or timetables etc... Staff will work hard to plan any changes and provide time to inform children, enabling predictability. However, we recognise that at times, this may not be possible.