

Aspire Academy Trust



Nansledan Behaviour Policy

Date: September 2020

Review Date: September 2021

Responsible for implementation: Head of School

See Appendix 4, June 2020 Covid-19 Amendments



Nansledan School Behaviour Policy

A Positive Approach

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 the 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).

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.
- 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.

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.

The core beliefs of Nansledan School are that:

- 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.

School Rules

The school's rules for life are:

1. Show respect and good manners at all times
2. Follow instructions with thought and care
3. Care for everyone and everything

As well as the School Rules, every member of the School community should apply the following principles:

- *If you don't stop the inappropriate behaviour you are condoning it;*
- *You own your own behaviour.*

Rewards and Sanctions 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
- House Team rewards
- Weekly Green Time

Cumulative Rewards- class

Remember: the assumption is **always** that every child is 'GREEN'.

Green Time - this is to be awarded when **all** class members have stayed 'GREEN' for a whole day (that is no amber cards). 5 minutes are rewarded per day.

We use the phrase "**It's Good to be Green!**"

Remember this is cumulative – a maximum of 25 mins can be gained in a 5 day period for example.

Once the class has gained enough 'time' (20 minutes? 25 minutes?) then GREEN TIME is given.

Green time: this is a class chosen activity and can include:

Extra playtimes, 'choosing time', extra lesson of their choice, an outdoor game session on the climbing equipment, 'bring a game from home' session, ipad session, watching part of a film & have popcorn, cooking, den building session, etc.

Sanctions for unacceptable behaviour

Sometimes, however, for a variety of reasons, a child will 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.

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 board.'*

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 oral 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.

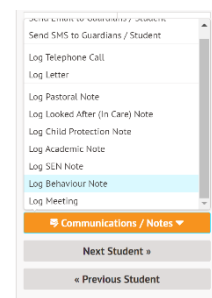
If pupil breaks another rule whilst name is on the log, then move to stage 3 of the consequences.

3. Yellow card

Consequence is to miss some of the next playtime.

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 Arbor.

Lost playtimes/ reward time will take place standing next to the playground supervisors. During this time the children should be silent and asked to reflect on their behaviour.



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 logged in Arbor as a Behaviour Note.

5. Meeting with parents

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

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

Or, on rare occasions, it may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

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) 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.

Other reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff;
- Constant disruption to the education of other children;
- Regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child;
- Persistent bullying;
- Racist abuse;
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. 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.

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.

Monitoring

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, and if necessary, make recommendations for further improvements.

Appendices:

Appendix 1 – Rules for Life

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

Appendix 3 - Red Letter template

Appendix 4 – Covid-19 Amendments

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

Our Behaviour Policy Steps

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

An amber card with pupil's name on gets placed into "Good to be Green" wallet. 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. 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 (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.

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.



Appendix 3 - Red Letter template

Draft Letter:-

Date

Dear

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

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

He/She has had 3 amber cards in a period of 1 week. This means that xxxxx has 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.

We are sure you appreciate that we do not wish xxxx's behaviour to deteriorate further but would rather we work with you to ensure a positive outcome can be reached. Please could you talk to xxxxx and remind him/her of your expectation that he/she behaves at school.

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

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

January 2020 COVID19 Amendments

Health and safety

Health and safety measures will be communicated to the children and clearly and explicitly communicated to parents/ carers to ensure children are fully informed of the expectation in order that collaboratively, the children and wider community understand the term 'school ready' and have the support to learn, practice and understand the new routines and control measures.

In school, dedicated time will be spent to learning safety procedures, routines and expectations as well as ongoing daily reminders.

It will be expected that children fully understand, are prepared for and adhere to the following protocols, with ongoing explanations and understanding from teachers:

- Children to inform an adult if they are experiencing symptoms of coronavirus.
- Follow routines for arrival and departure to and from school.
- Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing while maintaining social distance)
- Ensure hygiene procedures such as hand washing are followed, this includes: washing hands on arrival, before and after snack times, before and after playtimes, before and after lunch, during the afternoon any other appropriate time including after going to the toilet where clear reminders will also be given before children go home.
- Children to be aware of safe distancing and understand who they are permitted to socialise with (only children within their bubble).
- Children to know that resources or equipment are not to be shared between each other. Resources and equipment are not to be brought in from home (except water bottle and coat).
- Children to understand the protocol in minimising the spread of germs 'catch it, bin it, kill it' to be used when sneezing and coughing and then washing hands. Children to avoid touching mouth, nose and eyes with their hands. ([See Ebug hygiene resources](#)) .
- Follow expectations about sneezing, coughing, tissues, and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Coughing or spitting at or towards any other person will not be tolerated under any circumstances. This behaviour would not be considered safe to have in school.
- Children to follow instructions and signage around the school environment e.g. markings, one-way systems arrows and 'Do not enter' signs, walk on the left, 2m markings for lining up at a social distance
- Children to enter own Bubble and corresponding toilet for the designated Bubble.
- At home or in school, follow rules about conduct in relation to remote education, including wellbeing meetings (See Appendix 5)



These routines and expectations will be a focus of learning. Alongside the learning of this at school, parents will be expected to prepare children for 'the new normal', including the expectations at 'drop off' times, where parents will leave their children at the agreed school designated places with a member of staff. Where a child is highly distressed and unable to leave their parent, despite staff encouragement, then it may be considered appropriate for the parent to take the child home again and try again another day.

The emotional wellbeing of staff and pupils will be paramount, and efforts will be made to promote a safe, positive and happy learning environment where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.

Behaviour Expectations

The Nansledan rules will be regularly discussed and encouraged in line with the new routines and expectations. Good behaviour will be promoted and rewarded with positive praise. Children will be informed that for poor behaviour, there are consequences.

Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the 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. In addition, staff are aware for the need for ongoing dynamic risk assessments with the safety and well-being of all children and staff in mind.

Team Teach

Individual risk assessments will take place, identifying the risk, whether it's greater to be at home or at school, in some instances before the return to school. As always, if a child is in danger or is putting others in danger then our response needs to be reasonable, proportionate and necessary. Safeguarding is always the priority.

If a child becomes dysregulated and distressed, or is not responding well to reasonable adjustments and intervention, a pupil may need to be sent home in the interests of safety and well-being.

There is an expectation that children will adhere to the safety rules and protocols that build upon our usual policies. These protocols have been introduced and developed further to keep everyone safe in the school environment at this time.

Appendix 5 – Guidelines for our Remote Learning Weekly Wellbeing Sessions



Weekly Wellbeing Sessions

To ensure your Teams wellbeing session is a safe space for everyone, please read and follow these 'top tips'.



Wear your school jumper or tie, unless it's a special theme day. We hope it still fits!



Listen carefully to what others have to say.



Try and find somewhere quiet and free from distractions.



Speak politely and kindly like you would in the classroom.



Have an adult with you, in the room. They don't have to be on screen.



Be ready and prepared with something to share. You could talk about something you have done or share a piece of work.



Mute your microphone when you are not talking.



Put your hand up if you have something to say.

