



Behaviour Policy

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**1. Trust Behaviour Policy Statement**

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Nanclendra's behaviour policy reflects these aims and recognises that the behaviour of its pupils has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust:

*At Nanclendra we will nurture children to be confident lifelong learners through a curriculum which sparks curiosity; in a community which cultivates kindness; and immersed in a culture which empowers all to shape their own future.*

**2. Rational**

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Clear rules, relentless routines and visible consistencies that all pupils and staff follow are fundamental in creating a happy, safe and secure learning environment where all pupils and all adults thrive.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive

manner so they can be ready to engage with their learning. Good behaviour is recognised sincerely rather than just rewarded; pupils are praised publicly (or in private if pupils prefer this) and reminded in private (RIP). It is imperative we understand how as care givers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

With this in mind we are guided by the Thrive Approach, which centres around developing relational connection and regulation. We will put relationships at the heart of our approach by truly listening and responding to our children's voices, to create and foster a safe and happy environment where all feel safe, secure and respected. Positive relationships will support all pupils to meet the high expectations we set. These expectations are set out in our school values and rules; they are reinforced through assemblies and through the actions of all adults throughout the school day.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. Positive behaviour is both explicitly taught and also modelled by all adults throughout the school day, so that all pupils understand what behaviour is acceptable and required. Positive reinforcement is used when expectations are met, while consequences are given when expectations are not met and when rules are broken.

Occasionally, 'reasonable adjustments' will be made for those with need.

## 2. Aims

This policy aims to:

- To foster in our pupils a sense of belonging within our school and with our Trust values.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.
- Build a community which values kindness and empathy for others.
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the rules of our school:
  1. Ready
  2. Safe
  3. We Take Responsibility
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the values of our school:

**H**appiness: To be happy we are kind and thoughtful.



**E**xcellence: To be excellent we are resilient and hard working.

**A**mbition: To be ambitious we are curious and courageous.

**R**espect: To be respectful we are accepting and polite.

**T**eamwork: To be a team player we are supportive and reliable.

- Outline the expectations and behaviour choices.
- Provide a consistent approach to supporting behaviour that is applied equally to all pupils.
- Provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- Define what we consider to be unacceptable behaviour, including bullying.

## 3. Behaviour Standards

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils always act in a way which keeps themselves and others safe.

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils move around the school in a calm and orderly manner, following the school's school rules at all times.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
- Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non-violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

#### **4. Bullying**

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

#### **5. Zero-tolerance of sexual harassment and sexual violence**

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Pupils are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

#### **6. Uniform**

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

## **7. Mobile devices**

In line with DfE Guidance, mobile phones may be brought into school but must remain switched off at all times and handed in to the office. Only with the direct permission of a teacher may a pupil use their mobile phone in school. This applies to all pupils of all ages, throughout the school day. Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning.

Pupils must hand in mobile phones to the office where they will be stored safely. The phones will be returned to the pupils at the end of the school day.

Pupils are not permitted to wear 'smart watches'.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

## **8. Search and confiscation**

Our School has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has been banned by the school rules. (See Appendix 1 for Banned Substances) Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police. If a pupil fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The DfE Guidance on Searching, screening and confiscation will always be adhered to.

## **9. Banned items**

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

## **10. Malicious Allegations**

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction

within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

## **11. Behaviour curriculum**

We provide a consistent approach to supporting all pupils to reach the high expectations we set, follow the school rules successfully and uphold our school values. We do this through teaching pupils at the start of every half-term, how to meet our high standards; constant modelling of the expectations; regular assemblies focused on the school rules; clear classroom school rule displays; monitoring of application of school rules and values when monitoring other aspects of school life and curriculum; and sharing school rules regularly through the newsletter.

Our Behaviour Policy is shared with parents annually, via email and is available on our website.

## **12. Students with Special Educational Needs**

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of pupils with SEND, and in line with pupils's needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate. Adaptations to provision for pupils with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

Examples of adaptations to provision which are intended to support pupils to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence.

## **13. Recognition and rewards for effort – positive reward**

The best form of behaviour management acknowledges and enhances the positive.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who seem the hardest to reach. We promote a growth mindset when using praise by rewarding the process of learning through verbal recognition 'in the moment'. We identify and name the key skills and attributes shown, leading to intrinsic motivation, resilience and life-long learning.

In addition to verbal praise, we will reward those pupils who demonstrate positive behaviours in and around school through our Nancledra Reward system. Appendix 4

## **14. Roles and responsibilities**

Consistency lies in the behaviour of adults and not simply in the application of procedures. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel heard and treated as valued individuals, they respect adults and accept their authority.

The Headteacher and the Senior Leadership Team are responsible for:

- Reviewing and approving this behaviour policy

- Ensuring that the school environment encourages positive behaviour in line with the school rules and values
- Ensuring that staff deal effectively with unacceptable behaviour
- Monitoring how staff implement this policy and the school rules and values to ensure rewards and consequences are applied consistently to all groups of pupils
- Dropping into classrooms to catch pupils being positive and demonstrating the school values and rules
- Providing support where needed with restorative conversations
- Ensuring that all staff understand the behavioural expectations, school rules and values and the importance of maintaining them through providing support and modelling expectations
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules, routines and values, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring staff training needs are identified and met
- Supporting teachers and the wider staff in managing pupils with more complex or challenging behaviours
- Staff are all trained in deescalating strategies through the Price approach.

The Headteacher and senior teachers, every day will:

- Be a visible presence around the school, especially at transition points
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations of the school rules and values
- Encourage use of positive praise, messages home and reward systems

Members of staff who manage behaviour well:

- Deliberately and persistently recognise pupils doing the right thing and praise them in front of others
- Know their children and families well and develop positive relationships with all learners and supporting adults
- Work relentlessly to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

All staff every day will be responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour inline with the school rules
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and rules through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Following up every time, retaining ownership and engaging in restorative dialogue with pupils (see relate, rupture, repair section below)
- Planning lessons that engage, challenge and meet the needs of all pupils
- Promote motivation by rewarding the process of learning (behaviours for learning) with verbal praise
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules, expectations and values
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations
- Providing early intervention to support pupils's behaviour (see behaviour step)
- Knowing and using the Relate, Rupture, Repair cycle (See appendix 2)

- Using PACE: Playfulness, Acceptance, Curiosity and Empathy (see appendix 4)
- Notice pupils who are doing the right thing and going above and beyond
- Redirecting pupils by referring to 'Be Ready, Be Respectful and Be Safe'
- PIP and RIP
- Use the Team Stop sign to effectively gain pupil's attention without unnecessary sensory overload.



All teachers every day will:

- Take time to welcome pupils at the start of the day and at the start of the lesson following play and lunchtime.
- Be responsible for the consistent awarding of rewards in their classroom.
- Be responsible for the consistent management of low-level disruption.
- Establish and use clear routines

### Pupils

Pupils are responsible for learning to:

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

### Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Be consistent
- 


### Parents and carers are responsible for:

- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Modelling respect towards of all members of the school community
- Supporting the school's values and expectations
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

## 15. Responding to behaviour

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms, for example 'Show me your listening ears'. It is vital that knowledge of the child's social and emotional development is considered. Steps should always be used with care and consideration, taking individual needs into account where necessary. All pupils must be given time in between steps to make good choices and visual prompts are displayed to support pupils' understanding of the process, appendix 3a.

## Nancedra Behaviour Pathway

- 
- Relate
  - Remind
  - Final reminder
  - Consequence (If this involves sending the child to a partner class, work should always be sent with the child and it should not disturb the learning environment in the partner class.)
  - Repair and restore, use of Stop and Think (Appendix 5). A senior member of staff can be called upon to be part of the follow-up /reparative Conversation)
  - Personal behaviour contract issued (Appendix 6)
  - Removal from class
  - Suspension
  - Exclusion

See appendix 3 for a detailed outline of our stepped approach.

### 16. Removal from class

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal from the room is a serious consequence and will only be used in response to serious unacceptable behaviours. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removing a child from their class can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space
- Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour charts
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removing pupils from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### 17. Behaviour Support

Some pupils exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. Where possible, we use our most skilful staff to build relationships with each individual child. These pupils will have bespoke 'Safety Plan' created in collaboration with the TPAT Behaviour Lead (See appendix 7).

When dealing with an episode of more serious behaviour, a child may need 'physical intervention' if they or another person is unsafe. This will only be used as last resort and by Price trained staff only. All staff received Price training in Summer Term 2024. Wherever possible, a second adult should be present when Price training is utilised. The school will record all behaviour incidents on CPOMS. If staff have used Price training, the parents or carers would be contacted.

### 18. Suspensions and Permanent Exclusions



In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

## 19. Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

## 20. Behaviour outside of school

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

## 21. Monitoring arrangements

The school will collect and monitor a range of information about the behaviour and conduct of pupils. Governors will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

### DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- Education for children with health needs who cannot attend school (DfE January 2013)  
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)  
<https://www.gov.uk/government/publications/school-exclusion>
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation-in-schools)

- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

**Appendix 1  
Banned Substances**

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

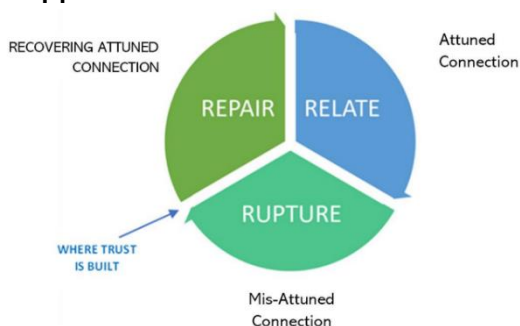
- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

**Possession of an illegal item will result in consideration of a Permanent Exclusion.**

**Appendix 2**



**Relate, rupture, repair cycle**

The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human. It means experiencing emotional misconnections which feel unsettling and even shaming, and then "repairing" the relationship to a deeper level of trust.

Relate	Rupture	Repair
The 'relate' phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can	The 'rupture' phase refers to misunderstanding or mis-attunement in relationships. In other words, when we don't get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child's resilience. When a rupture	The 'repair' involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with

regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child's emotional experience for them. The connection between the two is reciprocal.	happens, the child no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult can stay regulated, they can repair the rupture effectively with compassion.	regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using PACE (see below) to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the child's arousal state can settle, and the attuned relationship can re-establish.

Dan Hughes' PACE Approach PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

<b>Playfulness</b> involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.	<b>Acceptance</b> involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.
<b>Curiosity</b> involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.	<b>Empathy</b> involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

### Appendix 3

Nanclendra's Stepped behaviour approach	
Relate	Consistent high-quality teaching. Read the room and use positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders. reposition, and redirect using PACE and small acts of kindness.
Remind	Where behaviour does not meet your expectations, a reminder of the expectations for pupils: <b>we are ready; we are respectful; we take responsibility; we are safe.</b> Use a stepped boundary approach – calm manner, use child's name, child level, eye contact, deliver message: <ul style="list-style-type: none"> <li>o I noticed you chose to ..... (noticed behaviour)</li> <li>o This is a REMINDER that we need to be (Ready, Respectful, Safe)</li> <li>o You now have the chance to make a better choice</li> <li>o Thank you for listening</li> </ul> <i>Example - 'I notice that you're running. That is not following our school rule of being safe. Please walk. Thank you for listening.'</i>
Final reminder	The 30 second script below, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

	<ul style="list-style-type: none"> <li>o I noticed you are still having trouble with (state the behaviour you see to separate the behaviour from the child).</li> <li>o I am wondering if you are feeling...?</li> <li>o You know we have a Ready, Respect, Safe rule in the classroom. It was the rule about (lining up / bringing toys into school / not allowing others to learn) that you broke.</li> <li>o Do you remember when you (did that kind thing for...)? That is who I need to see today.</li> <li>o When I come back in * minutes, I want to see your wonderful...</li> <li>o Thank you for listening.</li> </ul> <p>Now walk away but remember to return at the given time! The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable pupils to reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).</p>
Consequence	<p>I noticed you are still making the wrong choice. You need to speak to me for two minutes after the lesson.</p> <p>Consequences to be given:</p> <ul style="list-style-type: none"> <li>o A verbal reprimand and reminder of the expectations of behaviour – child may complete a 'Stop and Think' to help promote reflection</li> <li>o Setting a written task such as an account of their behaviour, producing a 'sorry' card</li> <li>o Expecting work to be completed at break or lunchtime or at home</li> <li>o Loss of privileges – for instance, the loss of a prized responsibility</li> <li>o School-based community service, such as tidying a classroom</li> <li>o Removal of the pupil from the classroom</li> </ul> <p>If this is persistent unacceptable behaviour consequences should progress to:</p> <ul style="list-style-type: none"> <li>o Referring the pupil to a senior member of staff</li> <li>o Letter or phone call home to parents</li> <li>o Agreeing a behaviour contract as per appendix 2</li> <li>o Seclusion</li> <li>o Suspension</li> <li>o Permanent exclusions, in the most serious of circumstances</li> </ul> <p>On the playground, pupils, who have not responded to the verbal intervention, will be asked to stay with an adult for "time out". E.g. Walking beside the adult.</p> <p><b>It's not the severity of the consequence, it's the certainty that this follow up will take place that is important.</b></p>
Repair & Restore	<ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul> <p>This might happen at a distance from the misbehaviour</p>

Consequences should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that pupils and staff feel supported and secure

Consequences need to be in proportion to the action It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Restore

Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and pupils. We understand that pupils who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the

conversation when the child and adult are emotionally regulated – only then can the learning take place. (This can often be 90 minutes after the incident has taken place.)

It is important that the repair takes place with the member of staff involved in the incident, to complete the rupture – repair cycle. To meet their individual needs, strategies that help a child to regulate vary according to the child. Once the child is regulated, the child needs an adult to lend them their thinking brain.

The following questions will allow learning to take place and maybe used alongside the Stop and Think sheet:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray.)
2. I'm wondering if you felt a bit angry / frightened / scared etc.
3. I can imagine it's difficult to have those big feelings but it's not ok to [...], I think I could help you with that.
4. How do you think [...] is feeling?
5. How can we repair it?
6. I wonder whether there is a way that we could make this right? The adult lends the child their thinking brain to problem solve and find an appropriate solution. Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents or events that are not relevant) and plan the conclusion. Use WIN (I'm wondering, imagining, noticing...)

All staff will take responsibility for leading restorative conversations, Senior Leaders can provide support to ensure a positive outcome.

# WE ARE READY TO LEARN!

What do we expect from you?



What can you expect from us?

We get to know you so we can be pro-active in helping you.  
 We use routines to keep the classroom calm and productive.  
 We use clear instructions.  
 We are predictable and fair.  
 We are polite and kind.

What happens if you make a mistake?

If your behaviour is not as we expect, adults will politely remind you of the school rules and expect you to change your behaviour.

What happens if you continue to make incorrect choices?

If you continue not to follow Nanchedra's School rules, a second reminder will be given along with some support to help you make the right choice.

What happens next?

If you continue to choose not to make the right choice, an adult will speak to you after the lesson to explain the consequence.

What will the consequence be?

'A 'Stop and think' sheet  
 A 'sorry' card  
 Complete work at playtime  
 Loss of privileges  
 Community service

What happens next?

If you continue to make the wrong choices and disrupt your learning and other children's learning, Mrs O'Kane, Mrs Ashby or Miss Williams will speak to you and your parents will be telephoned. A pupil contract will be put in place and you may not be able to work in your usual classroom.





















Appendix 5



Stop and Think!

Name:	Date:			
What happened?				
How were you feeling?				
 Worried	 Angry	 Hungry	 Excited	 Tired
 Afraid	 Confused	 Surprised	 Sad	 Other
I was not showing...				
respect	cooperation	readiness honesty	kindness	
responsibility	good manners	resilience		
How can we repair it? What would you do next time?				
How do you feel now?				
				
Are you ready to return?				
I am calm	<input type="radio"/>	I am listening	<input type="radio"/>	

**Appendix 6**



Nanledra School Pupil contract

Date: \_\_\_\_\_

My targets:

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If I meet these targets, I will:

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If I do not meet these targets, these are the consequences:

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My contract will be reviewed on \_\_\_\_\_

Student Signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

## Appendix 6 continued

What is acceptable behaviour?



## Appendix 7

Safety Plan for xxxxxxxx			
Ready to learn looks like:	For the child:	For the adult to do:	Key phrases:
Early warning looks like:	For the child:	For the adult to do:	Key phrases:
Low level challenge looks like:	For the child:	For the adult to do:	Key phrases:
High level challenge looks like:	For the child:	For the adult to do:	Key phrases:
Recovery looks like:	For the child:	For the adult to do:	Key phrases: