

Nanledra School



Behaviour and Relationships Policy

Reviewed : November 2021

Next review : November 2023

Aims

The aim of the Behaviour and Relationship policy is to effectively promote and sustain good behaviour, positive relationships and high standards within a supportive, caring and safe community.

The school's ethos promotes high quality relationships.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Roles and responsibilities

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (using CPOMS)

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils are expected to:

- Behave in an orderly and regulated way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly & safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Definitions

Good behaviour occurs when staff and pupils;

- Cooperate and support one another
- Treat each other courteously
- Respect and Trust each other.
- Can regulate emotions

Misbehaviour occurs when pupils;

- Are disruptive/disregulated in lessons, in corridors between lessons, and at break and lunchtimes
- Do not complete classwork or homework
- Ignore school values and expectations
- Wear incorrect uniform

Serious Misbehaviour occurs when pupils;

- Are disrespectful and discourteous to staff
- Engage in any form of bullying
- Commit sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Commit Vandalism
- Commit Theft
- Are Fighting
- Engage in racist, sexist, homophobic or discriminatory behaviour

School Values

We are expected to be;

- ✓ Respectful
- ✓ Friendly and Caring
- ✓ Determined
- ✓ Responsible
- ✓ Well Mannered
- ✓ Honest

Objectives

We will;

- provide pupils with an excellent environment in which to learn and make progress, where pupils' work is valued through the quality of display and the building is in good decorative order.
- encourage a positive attitude towards good behaviour and respect for others by discussing and explaining the school's high expectations
- provide, by the example of staff and other adults in school, a good model of behaviour for pupils
- be consistent, as a whole staff, in our approach by regularly monitoring this policy in staff meetings
- have a common reward system and clearly explained sanctions
- keep parents informed of measures taken with individual pupils.

We will develop a positive relationship with pupils, which will include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Rewards

The fundamental element of our reward system is positive reinforcement through praise.

Team Tickets

In class pupils are rewarded with Team Tickets in the colour of their house team. They can be awarded by all staff.

Team tickets are awarded for;

- Help & Teamwork
- Good manners
- Friendship & Care
- Effort & Attitude

Each Team Ticket counts as one point towards the pupil's school team. Team points are tallied each week and celebrated in assembly. A cup is awarded in assembly each half term to the team with the most points. 5 team tickets are selected at random each week in assembly for recognition and celebration.

Class teachers may reward pupils with stickers and other tokens (eg marble jars) within their class to promote the attainment of Team Tickets.

Team tickets are sent home with pupils every week to share and celebrate with families.

Star of the Week

A certificate is awarded to one pupil from each class at the end of each week for outstanding effort, attainment or demonstration of school values. It is celebrated in assembly and displayed on a prominent notice board in school for one week. It is intended that every child, in each class should be awarded Star of the Week at least once during the course of a school year.

Assemblies

Pupils' achievements both in and outside school are celebrated in both class and whole school assemblies.

Two teddy bears (Barny Bear - for a class or year group and Wise Bear - for an individual) are given to pupils to hold when they sit well at the beginning of assembly.

Circle Time

All classes will have a regular Circle Time to reinforce good behaviour and attitudes. Circle Time will also celebrate achievements and provide a forum for honest airing of issues and feelings.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Nanclatra is an inclusive school which recognises and supports the neurodiverse needs of our children. For example this may include children with Sensory Processing Disorder, Autism Spectrum Condition, Attention Deficit Disorder, and other conditions which may affect behaviour and relationships.

The school's special educational needs & disability co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Sanctions

1)

In the first instance a very brief dialogue between pupil and staff member should resolve the majority of situations where a pupil has transgressed the school's expectations.

Pupils will also be taught and encouraged to resolve minor issues/fallouts between themselves independently and amicably.

Instructions to pupils will be given succinctly and politely avoiding a prolonged discussion or lecture. It is recognised that all pupils and boys in particular, respond well to short, clear instructions with unambiguous body language and unthreatening eye contact.

2)

If verbal intervention does not resolve an incident staff will keep a pupil in class for part or all of playtime. This might be to complete learning tasks, write letters of apology, do helpful jobs or sit quietly alone to reflect on their behaviour.

At break time, on the playground, pupils will be asked to sit for a "time out" on the bench for some or all of play time. Older pupils will be encouraged to take responsibility for conflicts by managing their own "bubble time".

3)

If levels 1 and 2 are not effective pupils will be asked to report to the headteacher. Serious or repeated misdemeanours will be recorded in the school behaviour log

(CPOMS) and parents will be informed by the headteacher. Sanctions will then be administered by the headteacher and will include community service and the withdrawal of playtimes.

Serious misdemeanours occur when pupils;

- Are disrespectful and discourteous to staff
- Engage in any form of bullying
- Commit sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Commit Vandalism
- Commit Theft
- Are Fighting
- Engage in racist, sexist, homophobic or discriminatory behaviour

4)

Repeated and consistent breaches of this code will result in a pupil being placed on the register of need for emotional and behavioural difficulties. Advice and support will be sought from outside agencies in collaboration with the family.

If serious breaches of this code still occur the headteacher may temporarily exclude a pupil for a defined period of time. A pupil who has been temporarily excluded will return to school under the conditions of an Action Plan agreed with parents, school and pupil.

The law allows a Headteacher to exclude a pupil for up to 45 days in an academic year. When an exclusion causes a pupil to miss more than 5 days in a term, the Headteacher must inform the parents, the Local Education Authority and the Governing Body's Discipline Committee.

5)

The headteacher may permanently exclude a pupil if after two temporary exclusions the pupil still commits serious breaches of this code and has failed to meet goals and expectations laid out in an Action Plan resulting from stage 4 (above)

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy
- Physical Restraint Policy