

# Nancledra School



## Behaviour Policy

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### 1. 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 children and staff follow are fundamental in creating a happy, safe and secure learning environment where all children 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; children are praised publicly (or in private if children 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 children 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:

- 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. Respect
  3. Safe
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the values of our school:
  - ✓ Determination
  - ✓ Honesty
  - ✓ Respect
  - ✓ Friendliness and caring
  - ✓ Good manners
  - ✓ Responsibility
- 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. Legislation, statutory requirements and statutory guidance

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

## 4. Definitions

*Unacceptable behaviour* is defined as:

- Disruption in lessons, around the school site between lessons, and on the playground at break and lunchtimes
- Non-completion of classwork or failure/refusal to follow instructions
- Poor attitude and disrespect
- Repeated breaches of the school rules
- Any form of bullying Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

*Bullying* is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see our Anti-Bullying Policy for more information on the school's approaches.

## 5. Rules and consistency

We provide a consistent approach to supporting all children to reach the high expectations we set, follow the school rules successfully and uphold our school values. We do this through 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.

### 5a. 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 children 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 children 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 children with more complex or challenging behaviours
- Staff are all trained in deescalating strategies through the Dynamis model.

The Headteacher and the Senior Leadership Team, every day will:

- Be a visible presence around the school, especially at transition points
- Regularly celebrate staff and children 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 children 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 children
- 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 children (see relate, rupture, repair section below)
- Planning lessons that engage, challenge and meet the needs of all children
- 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 children's behaviour (see behaviour step)
- Knowing and using the Relate, Rupture, Repair cycle (See section 5)
- Using PACE: Playfulness, Acceptance, Curiosity and Empathy (see appendix 4)

- Notice children who are doing the right thing and going above and beyond
- Not ignoring children who are failing to meet expectations – what you ignore is what you accept
- Redirecting children 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 children 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

Children want teachers to:

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

## 5b. Parents and carers

We believe that a positive relationship with each child's home is essential, and we know that good communication is the key to this relationship. Family and school working in partnership is fundamental in modelling, reflecting and reinforcing behaviour. Parents and the school need to support each other in celebrating good behaviour or in finding ways forward in supporting children to develop self-discipline and mutual respect. These discussions can be part of the 'formal system' of parent consultations or informal arrangements as the need arises.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. Therefore, we strive to build and promote positive everyday experiences so that all our children achieve good outcomes. Every member of our school community is responsible for promoting and modelling high expectations of behaviour both in and out of the classroom.

Parents and carers, where possible, should:

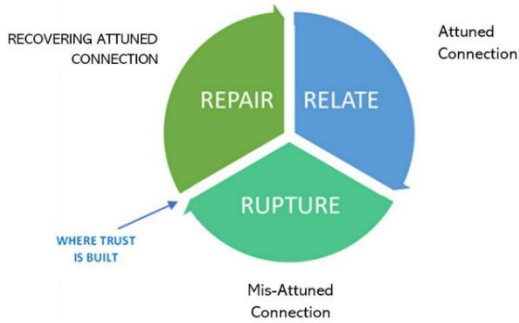
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

- Pupils will be supported to meet the behaviour standards and will be provided with repeated support sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the relationship policy.
- Extra support will be provided for pupils who are in-year arrivals.

### 6. 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
<p>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 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.</p>	<p>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 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.</p>	<p>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 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 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.</p>

### 7. Recognition and rewards for effort

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 children 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 children who demonstrate positive behaviours in and around school through:

#### a) Team Tickets

Pupils are rewarded with Team Tickets in the colour of their house team. They can be awarded by all staff throughout the school day.

Team tickets are awarded for:

- o Help & Teamwork
- o Good manners
- o Friendship & Care
- o 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 and these children join Mrs O'Kane for a Tuesday Team Ticket Treat.

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.

Lunchtime team counters are used to reward children in place of Team Tickets. These are collected and added to the total team ticket total.

#### b) Star of the Week

A certificate is awarded to one pupil from each class at the end of each week for demonstration of the school value focus for that week. 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.

#### c) Digital postcards home

A Nancledra digital postcard is sent home via Seesaw to those children who have gone above and beyond the school rules. These can be issued by all staff with a message outlining why the child has received the postcard. E.g. Pupil went above and beyond being ready to learn today by...Pupil showed a high-level of respect today when they...Pupil helped keep themselves safe today by...Pupil showed a great understanding of being safe today when they...

#### d) Assemblies

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

Two teddy bears (Barney 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.

## 8. 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 children must be given time in between steps to make good choices

Nancledra's Stepped behaviour approach	
Relate	<p>Consistent high-quality teaching.</p> <p>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.</p>
Remind	<p>Where behaviour does not meet your expectations, a reminder of the expectations for children: <b>we are ready; we are respectful; we take responsibility; we are safe.</b></p> <p>Use a stepped boundary approach – calm manner, use child's name, child level, eye contact, deliver message:</p> <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> <p><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></p>
Final reminder	<p>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.</p> <p>The key to these conversations is framing the pupil in the positive light we know they can exhibit:</p> <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 children 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.</p> <p>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>



	On the playground, pupils, who have not responded to the verbal intervention, will be asked to sit for a "time out" on the bench for some or all of play time. <b>It's not the severity of the consequence, it's the certainty that this follow up will take place that is important.</b>
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 children 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 children. We understand that children 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.

## 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 (A senior member of staff can be called upon to be part of the follow-up /reparative Conversation)
- Personal behaviour contract issued (Appendix 2)
- Seclusion
- Suspension
- Exclusion

### 9. Seclusion

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.

Seclusion 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.

Seclusion 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 seclusion 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.

### 10. More serious behaviour

Some children 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. We also understand that for many children they need to feel a level of safety before they exhibit serious behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Safety Plan' created in collaboration with Tina Leack the TPAT Behaviour Lead (See appendix 3).

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 Dynamis trained staff only. All staff received positive handling training in July 2022. Wherever possible, a second adult should be present when positive handling is used. The school will record all serious behaviour incidents on CPOMS. Use of positive handling should also be recorded on CPOMS and parents contacted.

Suspensions will occur following extreme incidents at the discretion of the HT.

A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better

- To give the school time to implement a safety plan
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include seclusion with a member of the SLT for an agreed period of time. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Following a serious consequence such as suspension, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. The school may provide:

- Reintegration meetings
- Daily contact with an identified adult
- A pupil contract with personalised behaviour goals

Any permanent exclusion would follow Government guidance and is a last resort. Serious incidents need to be treated on an individual basis and the circumstances investigated. Examples of serious incidents are as follows:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property
- Any pupil found to have made a malicious accusation against a member of staff

## **11. Beyond the school gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **11a. Out of school behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **11b. Off-site behaviour**

Consequences may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Consequences may be in the form of withdrawal of privileges, suspension or in very serious cases, permanent exclusion. In issuing consequences, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school

- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

## **12. Monitoring arrangements**

This policy will be monitored through:

Incidents recorded on CPOMS

Pupil voice

Regular staff feedback through staff meetings

The behaviour policy will be reviewed by the Headteacher and governors every three years.



# Stop and Think!

Name:	Date:
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What happened?

How were you feeling?


				
Worried	Angry	Hungry	Excited	Tired
				
Afraid	Confused	Surprised	Sad	Other

I was not showing...

respect	readiness	kindness
	cooperation	honesty
responsibility	good manners	resilience

How can we repair it? What would you do next time?

How do you feel now?

			
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Are you ready to return?

I am calm  I am listening

## Appendix 2



Nancledra 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 2 continued

What is acceptable behaviour?



### Appendix 3

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:



#### Appendix 4:

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

<p><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.</p>	<p><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.</p>
<p><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.</p>	<p><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.</p>

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