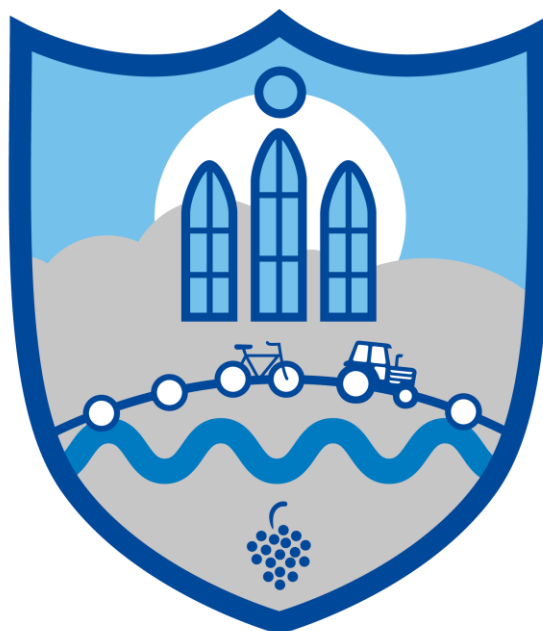


# Positive Behaviour Policy



NANSTALLON SCHOOL



**NANSTALLON VISION 2021:**

*Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.*

Written by	B Stephenson
Ratified & Reviewed by Nanstallon Governing Board	September 2019
Date for Review	Summer 2021
Signed Chair of Governors	(Sheena Morton)

This policy is aligned to the vision, aims and values of Nanstallon School

This policy complies with the Teachers' Standards

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Adapt teaching to respond to the strengths and needs of all pupils
4. Manage behaviour effectively to ensure a good and safe learning environment

Our school values are at the core of the approach to promote positive behaviour underpinned in all aspects of school:

- To ensure safety and security of all children
- To allow all children to access all learning – *Human Rights Act: children have a right to an education, leisure, culture and the arts*
- To maintain consistency of excellent behaviour within school
- To ensure inclusion within the learning environment
- To develop a moral sense; behave towards others with consideration and respect; take responsibility for their actions

*Nanstallon School has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).*

## **SCHOOL VALUES**

Work Ethic

Courage

Equality and Inclusion

Collective Responsibility

Unity

Assembly themes will be used to teach and reinforce the values.

## **CODE OF CONDUCT**

- Be polite and respectful to people and their property
- In both learning and playing try to achieve your personal best and be confident
- Be thoughtful and fair when playing games together to make everybody feel safe and happy
- Remember safety comes first
- Encourage others in their learning and don't put them off when working

## **CLASS CHARTER**

- Each class will create their own classroom charter using the code of conduct as guidance
- These rules will be written in age appropriate language and consequently demonstrate how the class agrees to conduct themselves in the classroom environment, hall and grounds during lessons
- The charter will be reviewed on a termly basis

## **TALK RULES**

- Each class will create their own set of talk rules based on these principles:
  - Co-operation
  - Listening
  - Respect opinions, ideas and misconceptions
  - Equality and inclusion
  - Developing courage and confidence
  - Collective Responsibility

## **CLASS AMBASSADORS**

- Every teacher will train their pupils to be class ambassadors that welcome visitors to their classroom in order to develop:
  - Collective responsibility
  - Courage and confidence
  - Equality and inclusion
  - Excellent manners

## **REWARDS**

*The main focus of the Behaviour Policy is praising and recognising positive behaviour. Children following the code of conduct will be rewarded in the following ways:*

- Praise and encouragement
- Sharing and showing good learning
- Feedback and marking of learning

Agreed systems for rewarding good behaviour and quality learning are linked to :

- Team/House Points

- House Points may be given by any adult in school for any type of positive and good behaviour / learning
- Classes may choose to work towards rewards/milestones for collectively making their class a harmonious learning environment, showing effort and hard work and developing collaboration
- Working towards or achieving a target
- Class learning or home learning
- Improvement in behaviour or learning
- Notable acts of kindness or consistency in upholding the school values.

All children are assigned to a school team. Team points are additionally used for team competitions and events in school.

Headteacher Letter of Commendation are sent home to recognise consistent and persistent effort and hard work.

End of year medals are awarded for consistent and persistent effort and hard work.

## **SANCTIONS**

Children are expected to learn that there are consequences for unacceptable and inappropriate behaviour. All children know that each new day is a 'fresh start'.

Consequences will be clearly explained to all pupils and referred to when dealing with such incidents.

The adult will clearly explain the following to the child:

1. What inappropriate behaviour they are displaying
2. What the sanction will be if they continue, and what choices they have
3. Help them to make sensible choices to stop the inappropriate behaviour

The following system is in place to address inappropriate behaviour:

### Stage 1: VERBAL WARNING

The child is warned that inappropriate behaviour is not acceptable and why. The child is helped to recognise the good choices they could make.

### Stage 2: LOSS OF 5 MINUTES OF PLAYTIME

Continued inappropriate behaviour is not acceptable and therefore children lose 5 minutes of PLAYTIME.

It will be made clear to children that if the teacher has written their name on the board this indicates that this sanction has been applied following one warning.

It will also be made clear to children that the teacher / teaching assistant may rub this off when they see that the right choices are being made again.

Children are helped to recognise the good choices they could make.

Stage 3: TIME OUT IN ANOTHER CLASSROOM / LOSS OF BREAK(S)

If the behaviour still continues the child will be asked to leave the class and join another class to complete work. They will also focus on identifying good behaviour to report back to their class teacher.

Parents will be informed by the class teacher and the Headteacher will talk to the child(ren) concerned about their behaviour.

Where behaviours at this level are clearly a concern the antecedent and behaviour should be recorded on MyConcern to ensure it forms part of any pertinent chronology related to safeguarding.

In some circumstances where a learning behaviour plan is in place, a record of the incident will be made on an ABC incident sheet. *Figure 1 do we use this?*

Figure 1

<b>Nanstallon CP School</b> <b>ABC Incident Sheet</b>	<b>Name of Child</b> ..... <b>Date</b> .....	
<i>Antecedent</i>	<i>Behaviour</i>	<i>Consequence</i>
Teacher / TA who dealt with incident:		
Teacher / TA who witnessed the incident:		
I have discussed why this incident is not acceptable with my child and have helped them recognise the good choices they need to make.		
Signed (parent) ..... Date .....		

EACH MORNING OR AFTERNOON STARTS AFRESH.

Other sanctions (particularly where there are issues relating to the potential safety of the child or other children), may include the child being excluded from a school event or educational visit particularly following a spell of persistent poor behaviour. (This will be based upon a risk assessment).

More serious incidents of inappropriate behaviour may lead to children being moved through the stages without being on a prior stage. Examples of this type of behaviour may include: fighting, bullying, deliberate damage of property, theft, persistent unco-operative behaviour in class or on the playground, offensive behaviour, or racist remarks.

### **Persistent Poor Behaviour**

If a child persists in making poor behaviour choices:

- The child may spend some time working away from their class in seclusion
- The child will receive support on emotional resilience

If serious incidents persist after seclusion:

- The Headteacher will impose a period of exclusion from school

### Stage 4: SECLUSION / PASTORAL SUPPORT PROGRAMME

Some pupils' needs will not be met by the regularly classroom charter rules, rewards and sanctions.

These are children who have additional needs for behaviour.

The background to a pupils' disruptive behaviour should be thoroughly investigated.

Teachers will, with support from the SENCo/PSA, contact parents to raise concerns about their child's behaviour in school.

Parents have a right to know at the earliest opportunity.

When a child is at risk from exclusion in line with our Behaviour Policy, we can opt to use seclusion as a means for avoiding exclusion. (*see figure 2*)

This means that the child will be excluded from joining their class for a fixed period (usually not exceeding one day initially) and then returned to class.

Parents will be contacted and invited in to discuss their child's behaviour and the child will agree to amend their behaviour with appropriate support.

The school will involve the Inclusion Team at this point seeking external support for the pupil, school and family.

The pupil will be placed on a Pastoral Support Programme with personalised strategies and targets. This will be reviewed regularly.

## **Exclusion:**

### Fixed term and Permanent Exclusions

The school adopts a policy of inclusive education.

If children are considered to be in danger because of the actions of a child, or their education is being unacceptably disrupted then such actions will be regrettably taken.

We reserve the right to exclude for a fixed period for acts of:

- Physical aggression
- Serious verbal abuse
- Bringing harmful substances/objects on the premises
- Serious acts of vandalism and stealing
- Racial abuse
- Sexual misconduct
- Persistent disruptive behaviour.
- Extreme acts of physical aggression against other children or adults may be subject to permanent exclusion.

The governors must make sure the school is a safe place for all adults and children.

### *Figure 2 – Exclusion Process*

<b>Stage of exclusion</b>	<b>Description</b>
<b>1. (First offence)</b>	Seclusion with the headteacher for at least one half day. Work will be provided from the class teacher. A re-admission meeting will take place before returning to the class.
<b>2. (Second offence)</b>	External exclusion for 1 day, with a warning that a further excludable offence will result in an external exclusion for at 2 days. A re-admission meeting will take place before returning to school.
<b>3. (Third offence)</b>	External exclusion for 2 days, with a warning that further problems will result in a 3 day exclusion. A re-admission meeting will take place before returning to school. At this point a chronology and support plan will be put in place as part of the re-admission.
<b>4. (Fourth offence)</b>	External exclusion for 3 days, with a warning that a further offence will result in a 5 day exclusion. A re-admission meeting will take place before returning to school. The support plan will be reviewed and at this point a written warning is given regarding permanent exclusion. A new support plan will be put in place.
<b>5. (Fifth offence)</b>	External exclusion for 5 day. A behaviour panel meeting, consisting of Headteacher and a governor, takes place to discuss future support plan and possible alternative provision/part time timetable. A warning will be given that a further incident will almost certainly lead to a permanent exclusion.
<b>6. (sixth offence)</b>	Depending on the circumstances, this will normally be a permanent exclusion. The headteacher will make this recommendation to the governors. This is the most severe sanction and will be reviewed by the governors.



**Further Information**

- All adults in this school are expected to adhere to this policy.
- All classrooms have a display showing clearly the code of conduct, school values, classroom charter / rules.
- Any complaints relating to the behaviour policy should follow the school complaints procedure.