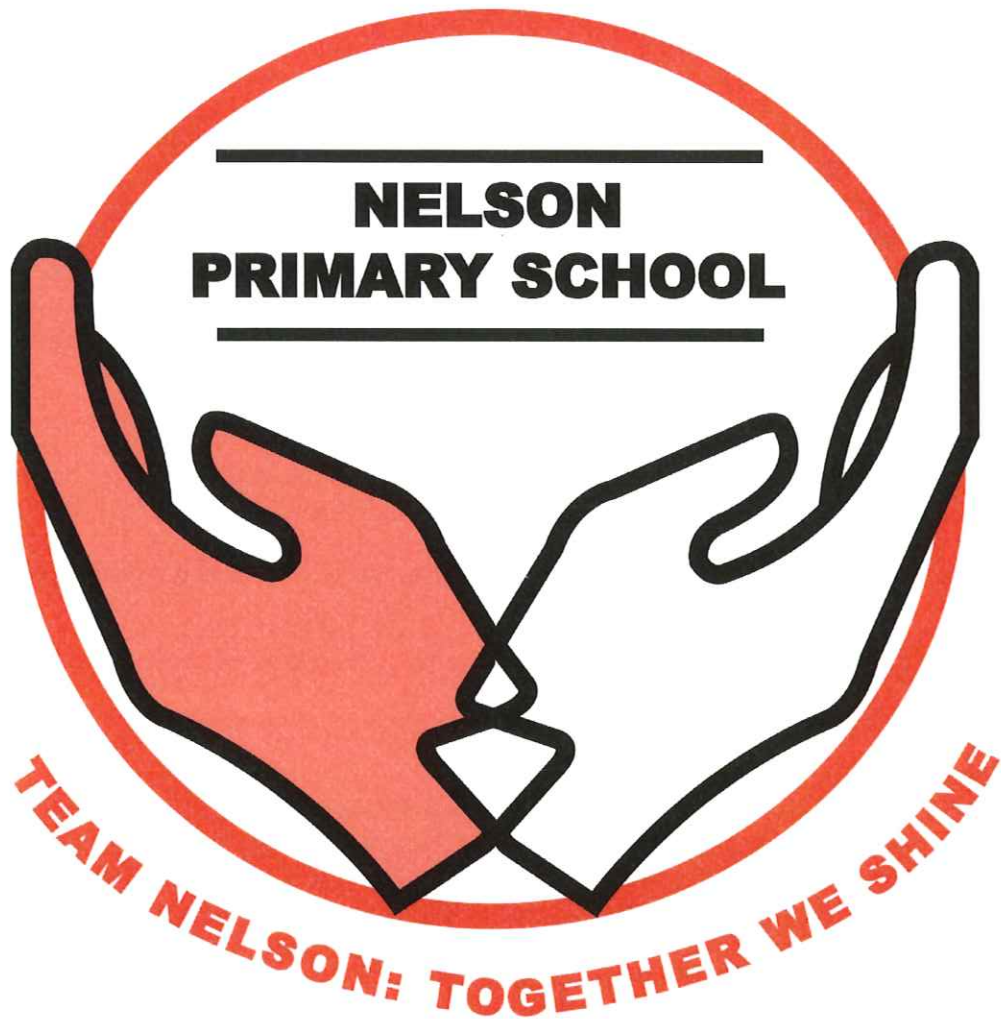


Behaviour Policy



Responsibility: Miss Forrest

Approved on:

Signed:

Next Review Date:

13/19/23



Nelson Primary School Behaviour Policy



What is Behaviour?

Behaviour is the way we act and respond to people and to situations we find ourselves in; it is a form of communication.

Purpose:

This policy is designed to help our pupils in finding socially acceptable ways to behave. We want all members of our school to understand that how we behave impacts on others and that we are all ultimately responsible for our own behaviour. This aligns with our whole school intent to 'create responsible, active citizens.' The policy sets out the measures we take to: promote good behaviour, self-discipline and respect; prevent bullying; ensure all pupils complete assigned work and regulate the conduct of pupils. This includes conduct outside of the school gates, such as when pupils are travelling to or from school, the misuse of social media, wearing school uniform or behaving in a way that could have repercussions for the orderly running of the school or pose a threat to another pupil or member of public.

What we hope to achieve:

Our vision at Nelson is to support pupils in being compassionate and capable individuals who make the world a better place. Compassionate so they have the will to make a difference; capable so they know the way.

Our goal is for all staff and pupils to follow our **Diamond Rules** which reflect the school's ethos:

- Show respect and good manners.
- Follow instructions with thought and care.
- Care for everything and everyone

How will we go about achieving these goals?

All subjects/lessons promote the whole school intent, which includes behaving in a responsible manner, being compassionate and considering consequences of actions. This means that how we expect pupils to behave is at the heart of school life. We will help teach the Diamond rules in R Time lessons, which will take place at least once a week. Staff and pupils are involved in these. We understand that good relationships are key to positive behaviour and so we will promote the Diamond rules every day, by following them ourselves and encouraging the pupils to do the same. Relationship education is a key theme within PSHE (Personal, Social, Health and Economic education) curriculum, where pupils are taught how to create and maintain healthy relationships. Pupils across the school take part in daily 'peer massage' which promotes good relationships and encourages a calm atmosphere around school. In KS1 and KS2, **all** children participate in "Diamond Time", which takes place weekly and aims to develop pupils' social skills. In KS1, this time will be play orientated. In KS2, children engage in short-timetabled activities. (Activities include therapeutic colouring, games, circle time, and arts and crafts.) During Diamond Time, staff are expected to talk to the pupils about topics outside of 'the curriculum' to help build positive relationships.

What do we expect to see happening in our school?

Whenever possible, we will use each other's names when addressing each other and the pupils. We will always greet the pupils into their classroom at the start of each day and ask them how they are. We will encourage the children to return the good manners. We will demonstrate our care for the pupils by making the time to listen to them when they have a problem and show empathy towards them.

We have clearly defined rewards for good behaviour:

- ★ **Parents** are informed by postcards, Marvellous ME messages or discussions with staff.
- ★ **Rewards** are given for progress with Diamond rules through e.g. prize boxes,
- ★ **Awards** are given in assemblies. Merit is on Friday. Track it light certificates for good behaviour are awarded.
- ★ **Intuitive** - Staff use own systems for rewards, such as table stars and privilege cards.
- ★ **Special** responsibilities can be given to pupils – we aim for all pupils in KS2 to have a responsibility in school.

★ **Encouragement** – Pupils are given verbal praise whenever possible.

The Track it light system



TRACKIT LIGHTS

The track it lights app is an integral part of our school system behaviour management system. It focuses on rewarding positive behaviours in the classroom by supporting children to self-regulate. This helps our teachers be consistent and focused on teaching and learning.

Children demonstrating our Diamond Rules in class are awarded with personal points, in addition to winning points for the houses they belong too. When children collect personal points/ house points they will receive tiered 'Trackit Light' certificates, in addition to other rewards such as a hot chocolate treat with the headteacher, or the opportunity to feed the Nelson goats.



Children will have points deducted for orange behaviours such as not wearing the correct school or PE uniform; not bringing chrome books/ reading books into school on the correct days, or forgetting to complete and submit homework. This is because we wish to encourage exemplary organisational skills in pupils and their preparedness for learning. Children will also lose points for red behaviours that infringe on the Diamond Rules.



What behaviours do we not accept in our setting?

For the purposes of this policy, the school will define “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.

Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.

Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.

Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

We define “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class.
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. We recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the school’s ‘Safeguarding Policy’ and ‘Child-on-Child Abuse Policy’.

The school will respond promptly and appropriately to any sexual harassment complaints; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual

harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

What we will do if we see unacceptable behaviour:

We follow a 5-step approach to unacceptable behaviour:

- 1. First verbal warning**
- 2. 'Yellow warning behaviour'** (*logged by teachers on the track it lights app*) Children will lose 5 minutes of the nearest break time as a consequence. Children will have a brief restorative discussion with their class teacher. Track it light points are deducted.
(EYFS) 5 minutes sitting in reflection area in the classroom. Not to engage with any other children in the classroom.
- 3. 'Red Consequence behaviour'**. (*Logged by teachers on the track it lights app*)—Children will lose 10 minutes of the nearest break or lunchtime and will need to stay inside to reflect on their behaviour. Track it light points are deducted. The class teacher will have a further restorative meeting.
(EYFS) Suitable consequence – e.g.: no construction plays for the rest of the session/day (consequence linked to areas of interest), no outside play for the rest of the session/day.
4. If poor behaviour persists after this time, children will be sent on **Time Out** in a partner class. Minimum of 10 minutes and a Time Out sheet to be completed.
(EYFS) Time out in partner class.
5. If a child returns from a Time Out and continues to break the Diamond Rules, a **referral to a Senior Leader** will be made and children will remain there for the rest of the morning or afternoon. Work to be sent by class teacher. A **'Step 5'** letter to be sent home to inform parents.

Other forms of consequence may be given if deemed appropriate by SLT, such as school-based services (litter picking, weeding school grounds, clearing up the dinner hall) or being put 'on report'. 'SLT Reflections' are used if a child physically assaults another child, if they are seriously verbally abusive or if they refuse to follow instructions, such as leaving the room for a Time Out. Pupils are given reflections in the opposite Key Stage to themselves. For Foundation pupils this is for half a day only. If these behaviours have occurred during lunchtime or break time, lunchtime reflections are given. (Pupils will be given a minimum of 25 minutes to eat, drink and use the toilet.)

Where the physical assault is serious, a suspension may be given. This is at the discretion of the Head Teacher. If 3 SLT Reflections have been given, parents may be asked to come into school to discuss their child's behaviour. If 5 SLT Reflections have been given, pupils may be moved on to a suspension and we will request advice from specialist services. The Head teacher will decide on the length of the suspension. If a pupil regularly displays poor behaviour, an ISP (Individual Support Plan) will be written for them and reviewed regularly. This plan will contain strategies to help the class teacher manage and support the behaviour of a child.

SEN pupils or vulnerable pupils who have experienced trauma, may need a more therapeutic approach to be taken instead of / or alongside, the use of suspensions. This will be decided by the Head Teacher after consultation with the SENDCO and Pastoral Team.

Laws and Guidance

Physical Intervention:

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a) Committing a criminal offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- b) Causing personal injury or damage to property
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

In line with the schools 'Care and Control Policy', members of staff will have the right to use reasonable force to, for example:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils.
- To prevent a pupil causing deliberate damage to property.
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so.
- To prevent a pupil behaving in a way that seriously disrupts a lesson.

The majority of staff at Nelson Primary School have received training in 'Team Teach' and we review techniques regularly. Any use of force will be recorded and reported to the child's parents. The Head teacher is responsible for reporting all serious incidents to the Governing Body.

We will develop 'Risk and Restraint Reduction Plans' for any individual pupils who are assessed as being at greatest risk of needing restrictive physical interventions. This will be done in consultation with the pupil and parents. (See 'Care and Control Policy' for more information)

Confiscation and searching:

The law allows school to confiscate, retain or dispose of a pupils' property as long as it is reasonable in the circumstances. Confiscated items will be passed on to parents, or the police if appropriate. **Only the Head teachers and authorised staff have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item.**

Prohibited items where reasonable for may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles which have or could be used to commit an offense or cause personal injury to any person damage property.

The school also identifies the following items as prohibited items which may be searched for by authorised staff without consent if necessary, however, **reasonable force will not be used under any circumstance:**

E-cigarettes and vapes

- Lighters
- Aerosols
- Legal highs / psychoactive substances
- Energy drinks
- Sweets / chewing gum / chocolate
- Mobile phones
- Smart watches – which allow recording and communication

To maintain a safe and secure learning environment, our school has established a policy regarding the search of student trays and lockers. This policy applies to all students and aims to prevent the presence of prohibited items on school premises.

Search Execution:

- a. Searches will be conducted in the presence of at least one staff member or witness.
- b. Searches will be conducted by someone of the same sex as the pupil (unless this is not possible and there is a reasonable belief there is a risk of serious harm if the search is not carried out as a matter of urgency)
- c. Before any searches take place, the member of staff conducting the search will explain to the pupil why they are being searched, how and why the search is going to take place. The pupils will be given the opportunity to ask questions.
- d. If a pupil refuses to cooperate with a personal or possession search, a sanction may be given. A personal search includes the searching of a pupil's outer clothing and pockets. ('Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves – ensuring sensitivity to outer clothing worn for religious reasons) If the member of staff considers the search to be necessary, but not

urgent, the pupil's parents may be asked to attend school. If the search is urgent, reasonable force may be used depending on the prohibited item. (See above)

- e. The police will only be called to conduct a search is considered absolutely necessary due to the risk of a potential strip search on a pupil's mental and physical well-being.
- c. and give Trays or lockers will be opened in the presence of the student, unless immediate safety concerns require otherwise.

Record Keeping:

The school will keep a record of all searches, including the date, time, location, reason, individuals involved, items found and follow up actions.

The Designated Safeguarding Lead (and deputies) will be notified of any searches for prohibited items so that safeguarding procedures can be followed.

The Headteacher will report on searches (anonymised) to the Governing Body Safeguarding Committee at their termly meeting.

Parental Notification:

Parents will always be informed of a search for a prohibited item and the outcome of the search, including sanctions applied. They will also be informed of searches for any banned items.

Equal Opportunities:

All pupils at Nelson are provided with opportunities to access all of the rewards on offer. We recognise that school must make 'reasonable adjustments' in the application of this policy to take account of pupils' individual needs. The Equality Act 2010 allows schools to treat disabled pupils more favourably than non-disabled pupils and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. Disabled pupils include those with SEMH (SEMH stands for Social, Emotional, and Mental Health) These pupils need to be identified as 'at risk' in advance, so that all staff know who they are. The SENCO will ensure that they are on the appropriate register.

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.

Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher.

Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition

Training for staff in understanding autism and other conditions

We also incorporate other strategies to support our students. This includes effectively identifying and addressing potential triggers that some children may have, as well as ensuring that our learning environment emphasizes the importance of a calming and clutter-free setting, allowing students to feel at ease. Visual timetables are utilised to provide structure and help students understand the sequence of activities. The presence of calm and consistent adults ensures a stable and supportive environment, while the implementation of consistent routines helps students develop a sense of predictability and stability. We encourage restorative conversations to foster understanding and resolve conflicts in a positive manner. Additionally, we encourage the use of scripted interventions to provide targeted support when necessary. For students with Individual Support Plans (ISPs), specific provisions are included, such as movement breaks and additional assistance, to cater to their unique needs.

Staff Induction

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT (Senior Leading Team) will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g., SEND and mental health needs.

The SLT and the headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

Pupil Induction and Re-induction

Nelson Primary School is committed to providing a smooth transition for all pupils, whether they are new to the school or have been involved in behavioural incidents.

All new pupils receive an induction with a senior leader before joining the school. In this meeting we will make clear what are our expectations are in regard to behaviour, and the procedures we follow. It typically includes:

- Meeting with the pupil and their family to discuss their needs and expectations.
- Providing the pupil with a tour of the school and introducing them to their new teachers and classmates
- Ensuring that the pupil has access to the support they need, such as special education or English as an additional language (EAL) support.
- Identifying any safeguarding concerns or family support needed

Re-induction is the process of reviewing the school's expectations and procedures with pupils who have been involved in behavioural incidents. It typically includes:

- Reviewing the incident and the consequences that were imposed.
- Discussing the school's expectations for future behaviour and conduct
- Providing the pupil with an opportunity to ask questions.

Restorative Conversations

A restorative conversation is a structured dialogue that aims to repair relationships and address the harm caused by an incident of poor behaviour. It is a process that involves bringing together the individuals affected by the behaviour, including the person responsible for the behaviour, those who were directly impacted, and any other relevant parties.

These conversations should focus on three key aspects:

1. Empathy: We believe that it is crucial to start the conversation by acknowledging the student's feelings and demonstrating empathy. This helps to create a safe and non-judgmental environment where our pupils feel understood and valued.
2. Reflection: The restorative conversation should provide an opportunity for our pupils to reflect on their behaviour and its impact on others. By asking open-ended questions and encouraging the student to consider alternative perspectives, they can gain insight into the consequences of their actions and develop a sense of responsibility.
3. Repair and Reintegration: The ultimate goal of a restorative conversation is to facilitate repair and reintegration. This involves helping our pupils to understand how they can make amends for their behaviour and actively contribute to the classroom or school community. It may include devising a plan for the student to address any harm caused, apologise, or take positive actions to rebuild trust.

We believe that by focusing on empathy, reflection, and repair, restorative conversations can foster a sense of accountability, empathy, and positive change in children who make the wrong choices to ultimately help them learn from their mistakes and grow as individuals.

Malicious allegations against school staff

Malicious allegations against staff will be taken seriously. A reasonable consequence will be applied to any pupil making malicious allegations against a member of staff, appropriate to the child's age and the allegation made. In such cases, parents will be informed of their child's behaviour.

People outside of Nelson who help us achieve our goals for behaviour:

Outside help which we may use include:

- *Behaviour Support Services – 0121 464 7338
- *Local Police -101 Ext - 8626000
- *Educational Psychologist – 0121 303 0100
- *Children's Services – 0121 303 1888

What should parents do if they are not happy with any actions that we take?

If you are not happy with the way that you or your child is treated by any member of staff or other parent at Nelson, you should ask for a copy of our complaints policy.