

Nansledan School

At Nansledan our school rules are **Ready, Respectful, Safe** which support our learning, interactions and choices. These rules set out the vision that we have for our children's learning and their character development at Nansledan and beyond. All adults have equal authority and consistently lead behaviour in and out of classrooms. We ensure that lessons are **free from disruption** and **time is used efficiently**. Our **core values, Aspiration, Self-belief, Passion, Integrity, Resilience** and **Excellence**, guide and direct us, our culture and behaviours.

Nansledan School Rules



Nansledan School Values



Active Ingredients of Behaviour Strategy

Acknowledge, praise and reward behaviour
Analyse the triggers and address
Children reflect and repair

Equality of adult authority
Positive language choice

All Staff

Today's Learners, Tomorrow's Leaders

SLT

- Meet and greet at the door.
- Refer constantly to 'Ready, Respectful and Safe.'
- Have consistent relentless routines.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition system throughout every lesson.
- Be calm and consistent in their expectations.
- Ensure that there are always opportunities for repair after any sanction.
- Never ignore or walk past learners who are behaving inappropriately.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

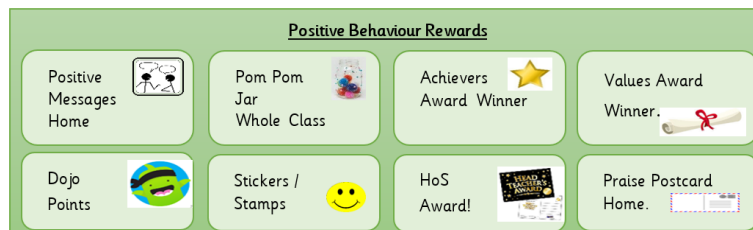
- Meet and greet children at the beginning of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data to target and assess school wide behaviour policy and practice
- Support staff to regularly review provision for children.
- Model the expected behaviours to all staff and children.
- Consistently deal with staff and children's behaviours in a fair and collaborative way.

Recognition and Rewards

Effort/ Going Above and Beyond/ Progress/ Work/ Attitude to Learning

Classroom

- Positive praise and interactions
- Stickers
- Dojo points
- Praise postcard home
- Pom Pom jar whole class rewards



School

- Star of the Week Certificate
- Values award certificate
- HoS Award
- Positive phone calls/messages home

Staff Assesses Behaviour - Should the behaviour be Staff managed or Leadership managed?

Staff Managed Behaviours - Stages 1 - 4			Leadership Managed Behaviours- Stage 5		
Low Level Disruption Calling out, not following instructions, distracting behaviour			Persistent Disruptive Behaviour Persistent defiance, not following instructions, refusing or disrupting the learning of others		
Physical Contact (Reaction) Pushing, shoving, play fighting etc..			Physical Aggression (Intent) Kicking, hitting, pushing with intent to harm, danger/harm to themselves or others		
Defiance/ Disrespect Answering back, refusal, disruption to learning			Abusive Language Swearing, racist language, homophobia, sexism, non-inclusive or offensive language		
Inappropriate Language Name calling, non-directed swearing			Threat/ Verbal Bullying Verbal threats of aggression against another person, answering back		
Misuse of Property Minor vandalism of property			Vandalism of School Property Major Vandalism		
Stage		Action – Stages 1-4 Fresh start at the beginning of every session. Stages 5-8 recorded on MyConcern			
1	Praise Others	Praise those who are following the instructions / exhibit the desired behaviour.			
	Non-Verbal Reminder	e.g. Catch their eye, Makaton sign, point to pictorial.			
	Verbal Reminder	Reminder of appropriate behaviour/school rule: Ready, Respect, Safe <i>e.g. Show me your ready -super sitting please, Zoe.</i> If the behaviour continues move to stage 2.			
2	Caution	Clear verbal caution (privately where possible) with reference to school rules and previous good conduct but explaining the consequence if the behaviour continues. <i>e.g. I know that you can be respectful and listen beautifully. If you continue to shout out, you will repair with me at break time.</i> If the behaviour continues move to stage 3.			

3	Repair – Reflection Time	<p>‘Time with’ adult away from others to reflect and have a restorative conversation to repair using the language of WINE (<i>I... Wonder, Imagine, Notice and Empathise</i>).</p> <p>Child misses 5 mins of break time and has a restorative conversation - child repairs with others involved.</p> <p>If the behaviour continues move to stage 4.</p>
4	Time out	<p>Child moves to partner class for 10 minutes, with reading book, to reflect.</p> <p>When calm, child has a restorative conversation with teacher to repair using the language of WINE.</p> <p>Child completes worked missed at breaktime (if refuses work is sent home) and repairs with others involved.</p> <p>Parents informed - phone call from CT.</p> <p>NB – refusal/ repeat behaviour 3 times in 1 week and/or regular and continued poor choices over a sustained period of time = Stage 6.</p>
5	Escalation to SLT	<p>Child taken to SLT. When calm, child has a restorative conversation and repairs with others involved.</p> <p>Child misses all of next break/lunch time.</p> <p>Parents Informed – phone call from SLT. Logged on My Concern.</p> <p>Repeated behaviour once more in a half term – move to stage 6.</p>
6	SLT Provision Reviewed	<p>Child taken to SLT. When calm, child has a restorative conversation and repairs with others involved.</p> <p>Internal suspension according to policy and advice from Inclusion Lead.</p> <p>Parents Informed – phone call from SLT. Logged on My Concern</p> <p>Playtime/ Classroom Provision reviewed with CT and Phase Leader: e.g. reward chart, safe space, sensory breaks, visual timetable, now/next, calm working space, visual break card.</p> <p>Parent Meeting with CT and SLT to share provision. Followed up review meeting arranged in specified time frame eg two weeks.</p> <p>If the behaviour does not improve within the agreed time frame, move to stage 7.</p>
7	SLT Positive Behaviour Support Plan	<p>Child taken to SLT. When calm, child has a restorative conversation and repairs with others involved.</p> <p>Repeated suspension to match reviewed provision and advice from Inclusion Lead.</p> <p>Parents Informed – phone call from SLT. Logged on MyConcern.</p> <p>Advice from SENDCO/ SENDCO observation and provision reviewed.</p> <p>Request for support/ observation from Aspire Area SENDCO.</p> <p>Positive Behaviour Support Plan written with CT/ SENDCO.</p> <p>Parent meeting with CT, SLT and SENDCO to share behaviour plan and reviewed provision. Followed up review meeting arranged in specified time frame.</p> <p>Positive Behaviour Plan implemented and shared with all staff.</p> <p>If the behaviour does not improve within the agreed timeframe, move to stage 8.</p>
8	SLT Sanction decided with advice from inclusion lead	<p>Child taken to HoS. When calm, child has a restorative conversation and repairs with others involved.</p> <p>SLT determine sanction according to policy and advice from Inclusion Lead.</p> <p>Parents Informed – phone call from SLT. Logged on My Concern.</p> <p>Provision and Positive Behaviour Support Plan reviewed with CT, SENCO and SLT.</p> <p>Reviewed provision and behaviour plan shared at reintegration meeting if resulting in an external suspension and/or parent meeting with CT, SLT and SENDCO to share reviewed Positive Behaviour Support Plan. Followed up review meeting arranged in specified time frame.</p>
	Exceptional Immediate Response	<p>When certain gross misbehaviour has occurred towards pupils and adults, such as:-</p> <ul style="list-style-type: none"> • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Intentionally damaging property • Seriously hurting others with deliberate intent. <p>In these cases, the incident will immediately be reported to SLT, investigated and logged on MyConcern. An appropriate sanction/action taken in consultation with the Inclusion Lead for the Trust/ Strategic Partner. This may take the form of an immediate external suspension. A phone call home by a member of SLT will automatically take place.</p>
		Lunchtimes and Playtimes
Stage		Action
1	Praise Others	Praise those who are following the instructions / exhibit the desired behaviour.
	Non-Verbal Reminder	e.g. Catch their eye, Makaton sign, point to pictorial.
	Verbal Reminder	<p>Reminder of appropriate behaviour/school rule: <i>Ready, Respect, Safe</i></p> <p><i>e.g. Show me respectful behaviour please by using kind words.</i></p> <p>If the behaviour continues move to stage 2.</p>
2	Caution	<p>Child has reported that another child is being unkind to them. The adult investigates using ‘The Restorative Five’ questions approach (see Appendix 3) and speaks with all children involved. If a minor disagreement they will be asked to apologise and continue playing with their friends.</p>
3	Yellow Card ‘Walk and Talk’	<p>If a child has admitted to, or been found to have failed to follow one of the school rules or being Ready, Respectful and Safe, they will be asked to ‘Walk and Talk’ with an adult for 5 minutes to discuss the behaviour using ‘The Restorative Five’ questions approach (see Appendix 3) and repair with others involved.</p> <p>If the behaviour is repeated move to stage 3.</p>
4	Red Card ‘Leave the Area’	<p>If a child has already received a yellow card and the behaviour repeats, the child will receive a red card, and be asked to ‘Leave the Area.’ They will be taken into the studio where there is a member of staff on duty who will deal with the incident.</p> <p>If this is on the MUGA, they will miss their MUGA time the next day.</p> <p>If this is on the playground, they will miss 15 mins of their time the next day.</p> <p>When calm, child has a restorative conversation using the language of WINE and repairs with others involved.</p> <p>Parents Informed – phone call from CT.</p> <p>NB – refusal/ repeat behaviour 3 times in 1 week and/or regular and continued poor choices over a sustained period of time = Stage 6.</p>
5		<p>If there is believed to have been any of the following, more serious incidents:</p> <ul style="list-style-type: none"> • Physical Aggression (Intent): Kicking, hitting, pushing with intent to harm, danger/harm to themselves or others • Abusive Language: Swearing, racist language, homophobia, sexism, non-inclusive or offensive language • Threat/ Verbal Bullying: Verbal threats of aggression against another person, answering back • Vandalism of School Property <p>the child will automatically receive a red card and ‘Leave the Area.’ They will be taken to the studio/ member of SLT on duty who will deal with the incident.</p> <p>Stage 5-8 (above) as appropriate.</p>