



Skol Nansledan



Managing and Supporting Positive Behaviour Policy

'Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?'

At Nansledan, we expect the highest standards of behaviour and we acknowledge, praise and reward behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

A consistent, whole school approach offers predictability, containment and safety. All adults work together to model, reinforce and support our expectations.

Parents and carers are integral part of our school community and play a vital role in supporting, modelling and reinforcing our expectations. We work in partnership to ensure we inform and consult with parents and carers to support acceptable behaviour both in school and at home.

We believe that relationships are the key to ensuring a safe, supportive and engaging learning environment. They are an essential part of our behaviour approach. Positive relationships allow us to set secure boundaries and high expectations for our children. Our adults understand the impact that trauma can have on pupils and our staff are trained to respond and support appropriately. Fundamental to our behaviour policy is the assertion that **'all emotions are acceptable, but not all behaviours are acceptable'**. We support children in developing their emotional literacy from reception upwards so they can communicate their needs in positive ways.

Aims of the policy:

- To create a culture of exceptionally good behaviour; for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To reward positive behaviour and employ clear consequences and restorative sanctions where necessary, in order for children to develop an intrinsic sense of responsibility.
- To provide consistency and clarity for staff, pupils and parents on our approach to behaviour and our understanding of the 'Ready, Respectful, Safe' (RRS) approach.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, celebrates uniqueness and encourages respect.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations.
- Positively reinforce behavioural expectations.
- Promote self-esteem and self-discipline.
- Explicitly teach appropriate behaviour through positive interaction, PHSEE curriculum and TIS work.

We believe that:

Consistency is the key to ensuring effective positive behaviour. Within our consistent culture of excellent behaviour management, our staff will ensure:

Consistent language, consistent routines, consistent expectations, consistent responses and consistent consequences.

"I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: "This is how we do it here."

Paul Dix – When the adults change

All staff will:

- Meet and greet at the door by members of the school team.
- Refer constantly to 'Ready, Respectful, Safe.'
- Establish relentless routines within the classroom setting.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use an approach that recognises positive behaviour throughout the day.
- Be calm and talk through the behaviours we would like to see and establish how we can achieve this.
- All staff demonstrate consistent levels of emotional control and respect i.e. to model and not just teach.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore, or walk past, behaviour that falls below the standard expected. The management of behaviour is everyone's responsibility. All staff will engage, use positive reinforcement and support where appropriate.
- Give consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Provide a consistent environment which displays our core values.
- Consistently develop and share our school rules.

Senior leaders:

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:

- Develop and insist on a consistent approach to behaviour throughout the school.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Support staff in managing learners with more complex needs and support restorative, reflective conversations.
- Use behaviour data to target and assess school-wide behaviour policy and practice.
- Consistently follow up any reported behaviour incidents (MyConcern).
- Ensure 'consistency' runs through all levels of the school.
- Ensure induction of new staff in this policy.

Attitudes and Behaviour

Nansledan School Values are Aspiration, Self-belief, Passion, Integrity, Resilience and Excellence.

These core principles guide and direct us, our culture and behaviours. They underpin life at Nansledan and are actively promoted through assemblies, PSHEE lessons, conversations with between children and staff, and through school rewards systems.

Aspiration – "We imagine all possibilities and make them real."

Self-belief – "We believe in ourselves- in heart, mind and soul."

Passion – "We dare to be different and follow our dreams".

Integrity – "We nurture, trust and respect and do what's right."

Resilience – "We find a way or make a way."

Excellence – "We strive to do our absolute best."

Our school rules (see Appendix 1):

- Ready
- Respectful
- Safe

At Nansledan we use the language of 'Ready, Respectful, Safe' to describe our behaviour expectations. These sit alongside the values we promote and act as a framework for of non-negotiables for pupils' behaviour (see Appendix 2). ALL staff and children are expected to know and understand what we mean by these words. When responding to children's behaviour, adults should use the consistent language of 'Ready, Respectful Safe.'

Additionally, we actively model and encourage 'golden threads' in the behaviours we wish to see (see Appendix 1):

- Marvellous Manners

- Lovely Listening
- Super Sitting
- Legendary Lining Up
- Wonderful Walking

These rules will be clearly displayed in each classroom and around the school, with additional visual reminders of the expectation within each 'golden thread'.

Our agreements are expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring (in an age-appropriate way) what the expectations mean through a variety of approaches e.g. stories, circle time, drama, photographs, dance, art, PSHEE, TIS activities, including whole class TIS activities, whole school values, assemblies etc.

Routines and expectations

Entering the classroom:

- Staff should greet children with eye contact for each registration session.
- Calm music should be playing while children are entering the classroom.
- Children should follow agreed morning routines e.g. water bottles in carriers, coat hung up then begin morning task.
- An established seating plan and talk partners should be in place for each class.
- An appropriate activity should be in place to help pupils settle in during the start of the day.
- Register to be taken promptly at 8:50am and by 1:00pm.

In the classroom:

- Staff consistently use the language of RRS for praise and to award good behaviour for learning. Children move across the class reward system for good behaviour for learning, which is displayed in each room.
- The learning environment is tidy and organised using calm muted colours to support good learning behaviours.
- Visual timetables are displayed and referred to, to outline the structure, activities and events of the day.
- The class should be stopped in a consistent way, e.g. using bell.
- Children are expected to stay in seats and must follow agreed systems for moving around the room, e.g. getting a drink or with teacher's permission.
- Teachers should have all resources ready and organised. Children should be taught how to hand out resources e.g. by using monitors.
- Children should not leave the classroom during lesson time without permission from a member of staff.

Around the school:

- Children should walk on the left-hand side, calmly and quietly - praise used for *Wonderful Walking*. When walking in a line, children should be silent and led by an adult, stopping at regular points to regroup and re-establish expectations for moving around the building.
- Lining up – an established line order should be in place with thought given to who sits/stands next to one another. Children line up in 'line up order' and be silent - praise used for *Legendary Lining up*.
- A child will hold the door open for the rest of the class and then rejoin the line.
- Children should be encouraged to hold doors and speak with good manners to others and use excuse me, please and thank you – praise given for *Marvellous Manners*.
- Toilet passes will be used in all classes. Only 1 boy/girl can leave the room at any time.
- Whole classes or groups of children will not be unattended in the building (unless they are a prefect) – all adults will challenge children who are in the building unattended.
- Children must be escorted in the building at lunchtime by a member of staff who calls them in from the hall.
- When a class is called for lunch all children to line up at the Y4/5 door before entering the building quietly with their lunch leader.
- Y4/5 door used only at lunchtime. The other door to remain closed.

Assemblies:

- Children are expected to enter and leave assemblies silently and sensibly.
- The line will be led by an adult and will not move unless completely silent.
- Pupils should not talk to each other during the assembly – voices off unless prompted by an adult.

- Children should be active listeners and engage with the content of the assembly, demonstrating *Lovely Listening* and *Super Sitting* with eyes on the speaker.
- Children who are not silent or following the school rules will be asked to sit on the end of the line and wait at the end of assembly while adults reinforce the expectations.

Playground:

- We expect all children to continue to be Ready, Respectful and Safe on the playground and follow the school's core values.
- Children should not enter the main building unless instructed to/given permission by a member of staff.
- At the end of lunch, staff will blow a whistle, signalling for pupils to stop/freeze. A second whistle will then blow, signalling for children to walk calmly and quietly to the line, bring the equipment to containers and wait to be collected by their teachers.

Dinner Hall:

- Children enter the hall quietly when called for their meal.
- Once they have collected their meal, they sit at a table with their peers.
- Voices should be at a talking level and not a shout.
- Manners are used towards lunchtime staff and praise used for *Marvellous Manners*.
- All cutlery and plates are returned to the wash station and pupils exit the hall quietly.

Promoting positive behaviour

Praise and recognition:

Children at Nansledan are expected to follow the expectations of being 'Ready, Respectful and Safe' at all times and to embody the school values. Staff praise this behaviour and are positive role-models around the school. Where pupils are meeting the school's expectations for behaviour and exemplifying the school's values, staff can reward them using the school reward system.

Positive noticing:

Positive noticing is a simple, practical and highly effective to praise good behaviour whilst building self-esteem and confidence. Positive noticing involves staff actively acknowledging when children have done the right thing. e.g. 'thank you, X, for looking at me.', "I love the way that X is", "I am impressed with how Class X is lining up sensibly".

School rewards systems:

In class systems for reinforcing positive behaviours:

'Our Positive Behaviour Chart' (below) will be displayed and used in every classroom.

All children will start on green at the beginning of each day. When children are demonstrating an aspect of RRS or embodying the school values they will move across the reward chart, earning a Dojo point every time.

Children should be awarded for specific successes, with staff naming the behaviour they are praising.

KS2 children will 'reset' back to green at the beginning of each day and after lunch.

KS2 children will be able to earn a maximum of 6 Dojo points a day for consistency across all KS2 classes.

KS1 children will 'reset' back to green at the beginning of each day or when they have got to 'Gold'. They are encouraged to get to gold as many times a day as they can.

Children will never be moved down the behaviour chart or Dojos taken away.

Green	Purple	Blue	Gold
Ready, Respectful, Safe: Aim for Gold!	Well done, you're going in the right direction! You've earned 1 Dojo	Keep up the good work! You've earned 2 Dojos	Amazing!! You've earned a sticker a 3 Dojos

Whole class reward systems:

Each class will have a whole class reward system in place – a 'pom-pom' in the jar.'

At the start of each term, each class should agree on a collective reward they are working towards, such as:

- Class disco
- Class cinema

- Mini sports activity/ field time or similar outdoor activities
- Art afternoon

The class earns a pom-pom each time they are all following Nansledan's RRS expectations or embodying the school values. When the jar is full, the class teacher will then organise the class's reward. After the reward, the jar will be emptied and the process can start again, with the children having the opportunity to select a new reward.

Certificates for celebration assembly:

- Once a week, during celebration assembly, teachers should award a 'Star of the Week' and 'Values Award' certificate:
- 'Star of the Week' awards will be nominated by teacher for excellence in a focus area / going 'over and above.'
- Values awards will be nominated by teachers for children who have demonstrated this half term's focus school value.
- Miscellaneous certificates for music, reading, sports, etc... are also celebrated.
- Out of school achievements will also be celebrated during celebration assembly.

Head Teacher's Award:

If a child has produced especially impressive work, has gone 'above and beyond', made excellent progress or has demonstrated an excellent attitude to learning, then teachers can send the child with their work to a member of SLT or the HoS for a 'Head Teacher's Award'.

Sharing with parents:

Teachers can, at their own discretion, share work with parents at any time or send home a class 'Super Learner Award.' Teachers should actively seek out opportunities to share successes with parents, especially those who are hard to engage, such as calling home to inform them of a positive day or part of the day.

Responding to poor behaviour

Preventing poor behaviour:

At Nansledan, we use a preventative approach to managing behaviour. Prior to using any consequences or sanctions, staff will do everything in their power to prevent reaching this point. This would happen through:

- Promotion of 'Ready, Respectful, Safe' behaviour across the school.
- Use of positive praise to encourage good behaviour.
- Building and maintaining of relationships.
- Adopting a trauma-informed approach to understand barriers to good behaviour.

When consequences need to be used, we ensure that:

- Sanctions are applied with fair warning and compassion.
- Children are supported to rectify their behaviour.
- As far as possible, discussions about behaviour take place away from peers.

Sanctions for poor behaviour:

Learners are appropriately held responsible for their inappropriate behaviour. Staff will deal with the behaviour which they have witnessed and will pass on information to colleagues as appropriate. Staff will always deliver sanctions calmly and with care, reflecting and using the opportunity for learning from the poor behaviour choice.

All staff should operate our staged approach to sanctions, which allow pupils to identify the next consequence and how they can turn it around. Pupils for whom this approach is not appropriate, will have an Individual Positive Behaviour Support Plan detailing alternative and appropriate system that works for them.

We use an eight-staged approach to manage and modify behaviour that does not reflect our school rules. The stages should always be followed through with care and consideration, taking individual needs into account where necessary. All learners must be given 'take up time' in between stages.

Poor behaviour will be assessed by using the Nansledan Behaviour Stages table to decide whether it should be 'staff' or 'leadership' managed. When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary and will immediately be escalated to SLT.

Nansledan Behaviour Stages

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.</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	'Time with' adult away from others to reflect and have a restorative conversation to repair using the language of WINE (<i>Wonder, Imagine, Notice and Empathise</i>). Child misses 5 mins of break time and has a restorative conversation - child repairs with others involved. If the behaviour continues move to stage 4.
4	Time out	Child moves to partner class for 10 minutes , with reading book, to reflect . When calm, child has a restorative conversation with teacher to repair using the language of WINE. Child completes worked missed at breaktime (if refuses work is sent home) and repairs with others involved. Parents informed – phone call from CT. NB – refusal/ repeat behaviour 3 times in 1 week and/or regular and continued poor choices over a sustained period of time = Stage 6.
5	Escalation to SLT	Child taken to SLT. When calm, child has a restorative conversation and repairs with others involved. Child misses all of next break/lunch time . Parents Informed – phone call from SLT. Logged on MyConcern identifying the stage. Repeated behaviour once more in a half term – move to stage 6.
6	SLT Provision Reviewed	Child taken to SLT. When calm, child has a restorative conversation and repairs with others involved. Internal suspension and/or privileges removed such as leadership roles, attendance at sports events, school trips or residential following advice from Inclusion Lead. Parents Informed – phone call from SLT. Logged on MyConcern identifying the stage. 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. Parent Meeting with CT and SLT to share provision. Followed up review meeting arranged in specified time frame e.g. two weeks. If the behaviour does not improve within the agreed time frame, move to stage 7.
7	SLT Positive Behaviour Support Plan	Child taken to SLT. When calm, child has a restorative conversation and repairs with others involved. Repeated suspension to match reviewed provision and/or privileges removed such as leadership roles, attendance at sports events, school trips or residential following advice from Inclusion Lead. Parents Informed – phone call from SLT. Logged on MyConcern identifying the stage. Advice from SENDCO/ SENDCO observation and provision reviewed. Request for support/ observation from Aspire Area SENDCO . Positive Behaviour Support Plan written with CT/ SENDCO. Parent meeting with CT, SLT and SENDCO to share behaviour plan and reviewed provision. Followed up review meeting arranged in specified time frame. Positive Behaviour Plan implemented and shared with all staff. If the behaviour does not improve within the agreed timeframe, move to stage 8.
8	SLT Sanction decided with advice from inclusion lead	Child taken to HoS. When calm, child has a restorative conversation and repairs with others involved. SLT determine sanction according to policy and advice from Inclusion Lead . Parents Informed – phone call from SLT. Logged on My Concern identifying the stage. Provision and Positive Behaviour Support Plan reviewed with CT, SENCO and SLT. 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.
	Exceptional Immediate Response	When certain gross misbehaviour has occurred towards pupils and adults, such as:- <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. 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.

In the Playground:

The member of staff on duty is directly responsible for pupils' behaviour. Class teachers are responsible for regularly discussing positive strategies and successful resolution ideas within classes. Pupils should be taught strategies for problem solving situations successfully.

Lunchtimes:

Lunchtime staff are responsible for monitoring the behaviours of children at all times. Every lunchtime there will be a member of staff on duty. These will be senior members of staff who will have a radio available and will be able to attend and support.

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	Reminder of appropriate behaviour/school rule: <i>Ready, Respect, Safe</i> <i>e.g. Show me respectful behaviour please by using kind words.</i> If the behaviour continues move to stage 2.
2	Caution	If 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.
3	Yellow Card 'Walk and Talk'	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. If the behaviour is repeated move to stage 3.
4	Red Card 'Leave the Area'	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. If this is on the MUGA , they will miss their MUGA time the next day. If this is on the playground , they will miss 15 mins of their time the next day. When calm, child has a restorative conversation using the language of WINE and repairs with others involved. Parents Informed – phone call from CT. NB – refusal/ repeat behaviour 3 times in 1 week and/or regular and continued poor choices over a sustained period of time = Stage 6.
5		If there is believed to have been any of the following, more serious incidents: <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 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. Logged on MyConcern identifying the stage. Stage 5-8 (above) as appropriate.

Restorative approaches:

When an incident occurs, a restorative approach is used to help the child/ren think through their behaviour, its consequences and what they can do to make it better. The aim of this is for children to be able to take ownership over their actions and to repair with those affected.

We will:

- Give the child/ren time to calm down before speaking to them
- Listen to each child explaining what has happened including any witnesses if possible

Reflect and repair:

Children must be supported to reflect on the incident and repair with those affected by the behaviour.

'The Restorative Five' questions approach (see Appendix 3) should be used as a prompt to encourage children to reflect upon their actions. The adult reflecting with the child should use the questions to frame their discussion.

After a reflection, a developmentally appropriate 'repair' should be facilitated between the child and those affected. The repair should be discussed and agreed with the child. The repair could take the form of a verbal apology, a written apology, a gesture of repair (e.g. tidying up mess made), so on.

Pupils with SEND or SEMH

It is our ambition that children with Special Educational Needs (SEND) and Social, Emotional and Mental Health (SEMH) needs are, where appropriate, able to follow the school systems for rewards and sanctions.

At Nansledan, we acknowledge that some pupils may require reasonable adjustments and adaptations to be able to meet the expectations of the policy. This involves adjustments being made to the implementation of the policy to enable these pupils to access it. Reasonable adjustments to the behaviour policy are agreed between the child's class teacher and the inclusion team and parents.

At Nansledan we fundamentally believe that:

- All challenging behaviour is a communication of need, and it is important to consider factors which have contributed to it in the environment, in order that change can be affected over time.
- Always consider whether poor behaviour is an indicator, or not, of a child suffering or at risk of suffering harm.
- Trauma affects the brain and may lead to 'fight, flight or freeze' behaviours which are not under the child's control. These behaviours must be given attuned and sensitive support and cannot be addressed until the child is calm.
- For children with additional needs, emotional dysregulation can affect children's behaviour and must be supported by an adult according to their specific needs.
- The environment should support a child's needs e.g. visuals, workstations, buddy systems, regulation strategies.
- Support for behaviour does not mean that there are no consequences for these pupils but that the consequences may need to be bespoke.
- Staff working with SEND/SEMH pupils, should be trained and up skilled to respond to their needs appropriately.
- Where there is a need due to an emotional difficulty or trauma in a child's life, we may refer to additional intervention such as Trauma Informed Schools practitioners, appropriate outreach or groups focusing on social skills and emotional literacy.

Positive Behaviour Support Plans (PBSPs)

For a small minority of pupils, the implementation of the main behaviour policy will not be appropriate for their needs. In these cases, pupils will need a system of rewards and consequences that are additional to or different from the main policy.

Class teachers and the inclusion team will create a PBSP for these children, which will be shared with parents.

These will detail:

- Individualised reward systems and strategies.
- Strategies and provision in place to prevent dysregulation.
- Appropriate consequences for the child's level of need.

Dealing with serious incidents

We have a duty and right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements;
- Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute;
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.
- There will be zero tolerance of any form of serious assault on pupils or staff. e.g. serious assault on a pupil by another - require a referral to SLT- parents will be involved and appropriate action taken based on our understanding of the situation.

Suspensions- Internal, fixed-term and permanent exclusions

An internal suspension may be issued as a consequence for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Exceptional Immediate Response'. Only the Head of School has the power to exclude a child from the school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Head of School may also exclude a pupil permanently.

Before taking such a step, the Head of School will have taken advice from Strategic Partner for the school, the Aspire Board, the Aspire Inclusion Team, the Education Welfare Service, County Psychological Service or the school medical officer.

If the Head of School excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can appeal against the decision to the Aspire Board. The school informs the parents of how to make any such appeal.

The Strategic Partner informs the Local Authority (LA) and Aspire Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Your child may be excluded from school for a number of reasons, and for anything from a half-day to permanently.

Nansledan School will adhere to the principal legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' Sept 2017.

[Suspension and permanent exclusion guidance September 2023 publishing.service.gov.uk](https://publishing.service.gov.uk/)):

Reasons why a permanent exclusion may be considered are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Persistently disruptive behaviour
- Racist abuse
- Sexual misconduct
- Use or threat of use of an offensive weapon or prohibited item
- Any abuse relating to a disability, religion, sexual orientation or gender identity • Inappropriate use of social media or technology
- Theft or property
- Damage

[Use of reasonable force](#)

At Nansledan School, safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in PRICE positive handling skills who will support to ensure the safety of all.

In very rare occasions, it may be necessary to have physical contact with the children and use reasonable force. All staff, based on their professional judgement, have the legal power to use reasonable force. Such cases may be to control or restrain a child dangerous to others and themselves or who is damaging property. Another would be to intervene in fighting after a refusal to separate or where they refuse to leave an area and are guided physically out of an area. All staff will make reasonable adjustments when using reasonable force for children with special educational needs and disabilities. If such incidents occur and reasonable force has been used, the incident is recorded, and parents/carers of the child are informed.

[Review:](#)

This policy is to be reviewed every two years by staff, Hub Councillor, parents and pupils.

[Conclusion:](#)

Our core aim is to recognise and encourage good behaviour and effort to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.



Our School Rules



Ready



Respectful



Safe

Nansledan's 'golden threads'



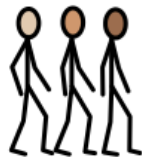
Marvellous
manners



Lovely
listening



Super sitting

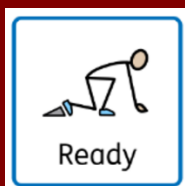


Legendary
lining up



Wonderful
walking

Nansledan Non-Negotiables for Pupils' Behaviour



Lovely listening when others are talking

Legendary lining up at all times

Be punctual

Follow instructions carefully

Wear the correct school uniform including P.E kit

Have the correct equipment

Marvellous Manners at all times

Keep the spaces we work in clear and tidy

Try hard in all lessons

Take care of everyone and everything

Use kind words at all times

Respect the ideas and beliefs of others

Win and lose gracefully

Wonderful walking on the left

Move calmly around the school and outside

Use all equipment properly

Kind hands and feet

Protect our own and each other's bubbles

Tell an adult if something is wrong

Play only in the places allowed

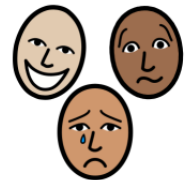
Use technology responsibly

Restorative Conversations

Help me understand
what happened?



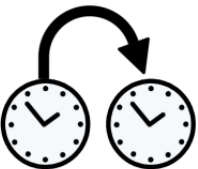
Help me understand
what you were thinking
at the time?



I wonder how this
might have made
other people feel?



I wonder what you
could do make things
right?



I wonder what you
could do differently
next time?

Restorative Conversations

Help



me



understand



what



happened?



Help



me



understand



what



you



were



thinking



at



the



time?



I



wonder



how



this



might



have



made



other



people



feel?



I



wonder



what



you



could



do



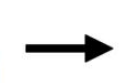
to



make



things



right?



I



wonder



what



you



could



do



differently



next time?