NERROLS
PRIMARY SCHOOL
AND NURSERY

Nerrols Primary & Nursery

Behaviour for Learning & Well-being Policy

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School Context

Nerrols Primary School is located within a relatively new housing estate in North Taunton. It has approximately 10% of children eligible for free school meals compared to a national average of approximately 25%.

We work hard to build and sustain the resilience of our pupils and staff, and we are committed to partnership work with other agencies such as: Educational Psychology, SEMH Team, MHST Team, School Nurse and FIS (Family Intervention Service).

The School Aims

- Every member of our school community feels safe, valued and respected.
- We promote an environment where everyone feels safe and secure
- Every member of our school community is treated fairly and in a consistent way.
- Universal needs of our school community are met including at a time of crisis.

By creating a positive environment, our children will feel calm, confident and safe in school. This will help to prevent incidents of 'distressed' behaviours and give all our children the best chance of academic success. We strongly believe in the power of relationships, and all interactions are the opportunity for a positive intervention. This culture and ethos of our school is built upon proven research that shows, by adopting our approach, we are supporting the current, and future, positive mental health and resilience of our children which will enable them to engage fully in life and learning.

This approach includes:

-The **PACE** model of interaction involves being – playful, acceptance, curiosity, empathy.

-Positive Language to encourage positive choices
-Active Listening and the power of Empathy
-Collaborative problem-solving approach and use of reflective conversation

These principles are not primarily concerned with rule enforcement but are rather a means of building trusting relationships, emotional connections, containment and sense of security so we can work together with the common purpose of helping everyone achieve.

The policy is designed to promote good behaviour whilst developing an ethos of kindness, empathy, cooperation and support. Rather than merely deter anti-social behaviour we want to empower children to both understand their feelings and emotions driving their behaviours and in moments of 'crisis' use successful strategies to self-regulate.

All members of staff ensure excellent behaviour for learning takes place as this is key to allowing children to reach their full potential. Staff work hard to build resilience and confidence in all children encouraging them to challenge themselves.

Staff have and hold consistent boundaries with regards to expectations in the classroom. These boundaries are delivered with empathy. Staff commit to some whole school behaviours strategies to aid consistency throughout the school to support a change of adult and yearly transitions.

The Behaviour Policy supports the following:

- Thrive
- Spots of Emotion
- ELSA (Emotional Literacy Support Assistant)
- School Certificates
- PSHE & RSE
- Circle Time
- Restorative Justice Approaches

All adults at Nerrols have an essential responsibility to model high standards of behaviour with both adults and children alike.

As a School, we aim to:

- Be positive and have realistic expectations
- Emphasise the importance of being valued
- Promote, through example, honesty and good manners
- Provide a caring and effective learning environment
- Maintain high expectations of pupil behaviour and learning
- Provide an interesting, relevant and challenging learning environment
- Fully comply with policies and procedures & attend the appropriate training
- Discuss issues with a relevant member of staff

Responsibilities of Governors

Our Governors determine, support, monitor and review the school policies on behaviour and learning.

- Ensure Nerrols Primary School has a Behaviour Policy in place and procedures that are in accordance with the Richard Huish Trust, agreed inter-agency procedures, and Government guidance
- Ensure the school has safeguarding procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Richard Huish Trust and locally agreed inter-agency procedures
- Monitor behaviour strategies considering health and safety regulations

Responsibilities of Parents

- Treat all children and adults fairly and with respect
- Support the school in the implementation of this policy
- Be aware of the school rules and expectations
- Show an interest in all their child does at school
- Encourage independence and self-discipline
- Make children aware of appropriate behaviour in all situations
- Be a good role model
- Sign and abide by the Home-School Agreement
- Attend meetings with regard to their child
    - (Pastoral Support, Parent Evenings, Re-integration meetings)
- Make staff aware of any information which may result in their child displaying behaviours outside of the norm

Responsibilities of Staff

We believe an appropriately structured curriculum and effective learning contribute to good behaviour.

We aim to:

- Provide an interesting and varied curriculum which stimulates each child and keeps them motivated to learn
- Enable children to use learning strategies to be more independent in their school life
- Ensure children are aware of their own learning and how positive behaviour can have an impact on their progress
- Provide frequent feedback to raise expectations to pupils and parents
- Be excellent role models; encourage good manners and to be kind.
- Use language which reinforces positive behaviour and creates a positive atmosphere.
- Model high standards of respectful behaviour when interacting with children and all members of the school community, including visitors.
- Be emotionally available for all our children and help them to reflect and make positive changes.

Responsibilities of Pupils

- Follow instructions and abide by class and school rules
- Work quietly and stay on task and always aim high!
- Keep hands, feet and objects to yourself, and ensure we respect everything and everyone.
- Move sensibly around the school
- To try to do their best

Devices capable of communication.
Mobile Phones / Smart watches / Smart Glasses

We recognise mobile phones can be an important way for children to stay in contact with their parents or carers, particularly for those who walk to and from school independently. However, we also recognise that mobile phones and other devices can present risks within the school environment, including the taking of unauthorised photographs or videos, the sending of unkind or inappropriate messages, and misuse through social media. Therefore, parents and carers must inform the school in writing if they wish their child to bring a mobile phone to school. This enables the school to maintain an accurate record of children who have permission to carry a phone for travel or safeguarding purposes and ensures that expectations regarding the safe use and storage of mobile phones are clearly understood.

Any child who brings a mobile phone to school must hand it into the school office immediately upon arrival. Phones will be stored securely and can be collected at the end of the school day.

Any mobile phone found in a child's possession during the school day that has not been handed into the office will be confiscated. In such cases, parents or carers will be required to collect the phone from school. Failure for children to follow this procedure will be addressed in line with the school's response to behaviour.

Any personal device capable of communication, internet access, photography, audio recording or video recording falls under the same expectations as mobile phones. This includes smart watches, smart glasses and any similar emerging technologies.

Please note that, outside of the school day, parents and carers have the primary responsibility for monitoring and managing their child's online activity. The school cannot sanction children for incidents that occur solely outside of school. However, we understand that issues arising online can sometimes have an impact on children's wellbeing, relationships and their experience in school. Where this happens, we will always seek to support the children involved and work in partnership with parents and carers. Any inappropriate or harmful activity online that is reported to the school, particularly where evidence is provided, may be reported to the police or other relevant authorities.

Most social media platforms require users to be at least 13 years old. These age limits are designed to help protect children from content and interactions that may not be appropriate for younger users. We encourage all parents to regularly discuss online activity with their child, use privacy settings and follow platform age guidance. For further guidance on the safe and appropriate use of social media you can visit https://saferinternet.org.uk/guide-and-resource/social-media-guides and https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/

Classroom management and teaching methods

These have a crucially important influence on children's behaviour. Classroom environments give clear messages their efforts are valued. It is unacceptable for any disruption to take place which prevents other children's rights to learn.

To encourage everyone to make the right choice and to ensure a consistent approach across our school, we place great emphasis on recognising positive choices and celebrating individual and whole class success.

SEND/Vulnerable children

Certain groups of pupils with additional needs are particularly vulnerable to exclusion. This includes pupils of Special Educational Needs & Disability (SEND) or an Education, Health & Care Plan (EHCP) and 'looked after' children.

Early intervention will be used to address underlying causes of disruptive behaviour and 'reasonable adjustments' are in place to avoid exclusions unless it is the last resort.

We will engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to 'looked after' children, schools should co-operate proactively with foster carers or children's home workers and the Local Authority who look after the child.

Rewards

We offer children a range of rewards to positively reinforce children's behaviour.
These are as follows:

- Positive verbal praise.
    - All staff reward positive choices with immediate praise. Praise is explicit, explaining what value they have shown, or what positive choice they have made.
    - Praise can be tailored to the individual. For example, if a child struggles to settle after a break and does so well (although this is usually an expectation) this is still noticed and praised.
- Class Dojo.
    - Teachers use this within their classes to communicate positively with parents. Children can earn points and parents can receive photographs and messages from the teacher to inform them about their child's work.
    - Class dojo is only used positively, and teachers continue to maintain face-to-face contact with parents also.
- Celebration Assembly – Fridays
    - Up to 4 children per class are chosen for our celebration assembly to receive a certificate.
- Attendance Assemblies – at the end of each half-term to celebrate those with high attendance.
- Further personal rewards such as stickers, class-specific rewards, celebrating work in class as necessary.
- Children are allowed to share their work with other adults.

We are committed to celebrating rewards and will use positivity and positive reinforcement when possible. At times, children can struggle to deal with positive reinforcement and staff will offer reward depending on the need of the child.

Sanctions

All stakeholders have a right to feel safe in school. We all understand expectations and children need to experience a consistent approach across the school, including during extra-curricular activities but also mindful children's responses are sometimes due to unavoidable chemical reactions in their brains, rather than 'negative choices'. Therefore, we champion the perfect blend of boundaries with empathy.

We ensure we use appropriate sanctions which are age appropriate, fair and consistent. Where possible we try to: avoid 'punitive sanctions, explain why the sanction is being applied and how it relates to their actions. A sanction is never used as a threat.

Although an appropriate sanction might be used, we believe that quality 'reflection' with an emotionally available adult is a more important and effective intervention to prevent further similar, unwanted behaviours. We have the notion that 'Children do well if they can' and if they are not doing well, they need support from adults to work out why.

To support staff in this reflection we adopt Dr Ross Greene's 'collaborate problem solving approach' or the 'CPS' model. This also help us to address what change in behaviour and/or support is required to avoid future incidents. Theory and resources for the CPS model can be found here;

https://livesinthebalance.org/cps-materials-paperwork/

We are committed to providing children with opportunities to turn around their behaviour before sanctions are implemented and will use empathy and positive language to support this change.

Poor choices which will require a reflective conversation and likely to incur a sanction:

- Using foul and abusive language.
- Physical abuse including fighting, spitting, kicking, coughing in faces.
- Acts of discrimination regarding personal characteristics including racism, homophobia and religion.
- Touching own self or others inappropriately.
- Bullying others – repeated episodes of verbal / physical / emotional abuse.
- Repeated non-conformation to school or class rules.
- Absconding from school, therefore putting own self / others in potential danger.
- Deliberately damaging other's or school property.
- Stealing.
- Graffiti on any part of the school site.

We praise children who are making a positive choice near the child.
Positive reinforcement is key!

We are also committed to making reasonable adjustments to avoid serious consequences which will have a massive impact on the child. Therefore, early intervention is implemented to address underlying causes of disruptive behaviour - FIS, multi agencies etc.

5-Stage Support System

Reminder	Steps
In the first instance to correct low-level behaviour 'Positive Language' will be used	
1	A verbal reminder of the expectation the child is currently failing to meet in the class. The teacher will ask if there is any support the child needs meet this expectation. Where possible this will be on a 1:1 basis. Repeat reminders if reasonable adjustments are necessary, take the initiative to keep things at this stage.
2	A clear verbal reminder about the unwanted behaviours and clearly outlining the consequences if they continue. The teacher will remind the child of the previous conversation and explain if there isn't a change in their behaviour they will need to have a longer conversation with an adult at breaktime/lunchtime to work out how they can be supported to meet the expectation.
3	The need for a third reminder will lead to the child needing a more in-depth conversation around why they are failing to meet the expectation. This will take place at breaktime/ lunchtime and is intended to be a **5-minute** discussion on how the child can meet the expectation moving forward. (Even if behaviour changes at this stage, this five minute is still owed and **cannot be removed).**

4	Time Out. If low-level disruption continues then this will result in the child being moved to another class for a short period of time for them to calm down, breathe and compose themselves and look at the situation from a different perspective. When the child returns to class they will be welcomed back.
5	If a child continues to disrupt learning / welfare of others, a member SLT will assist. They must be given some work, and the child will work for an appropriate period of time (with an adult present) whilst information is gathered. They will have a 1:1 conversation (based on Ross Greene 'collaborative problem-solving approach) with a member of SLT and/or their teacher Step 1- Gather information and achieve a clear understanding of what is making it hard for the student to meet a given expectation. Step 2- Enter the concern of the secondary party into consideration. Step 3- Generate realistic solutions (meaning both parties can do what they are agreeing to do) and mutually satisfactory (meaning the solution addresses the concern of both parties) This conversation will be shared with relevant staff. If the situation does not improve and it becomes untenable, parent / carer will be called, and the child may be asked to speak to them. Depending on the outcome, the child may be given one of the following: ➢ An Internal Exclusion for the rest of the day. ➢ A suspension for a number of days.

** In the rare occurrence of a child using violence, threatening or abusive behaviour, foul language, deliberate acts damage of property, racism or homophobia towards another child or adult, Stage 5 may be actioned by a member of SLT without proceeding through previous levels.*

This system is designed to support the need for both high expectations and firm boundaries whilst upholding our belief that 'children do well if they can'.

There are scripts to support each stage to ensure the language and delivery of these reminders are empathic and supportive rather than shameful and threating.

Suspensions and Permanent Exclusion

In the most extreme situations, the sanction could be a suspension or an exclusion.

After a suspension there will always be a re-integration meeting with the child, parent/carer and a senior member of staff.

As a last resort, school reserves the right to permanently exclude a child.
School can legally permanently exclude a child if BOTH:

- The child has seriously breached or has persistently breached behaviour expectations.
  - **AND**

- Keeping the child in school may seriously harm the welfare and education of them and/or others.

This will follow the statutory guidance for those with legal responsibilities in relation to exclusion (2017). This document can be here https://www.gov.uk/government/publications/school-exclusion and there will be a copy in the school office. Parents have the right to appeal. For details how to appeal, please contact the office.

Reduced Timetable

There may be occasions when a child is struggling to maintain their focus and behaviour for a full day. It may be a child's behaviour is also preventing others from learning.

In these cases, through consultation with SLT, a reduced timetable maybe managed. This will be reviewed every 2 weeks and the reduced timetable maybe amended according to the behaviour of the child.

Physical Intervention / Restraint

We will only ever physically intervene / restrain a child if they are in danger of hurting themselves or others. The restraint will be for a minimal amount of time, using appropriate techniques and only carried out by staff who have appropriate Team Teach training.

We strongly believe in the 'power' of language and empathetic approach will, in all but the most extreme cases, enable us to avoid positive handling.

Tracking behaviour

Several initiatives to minimise the occurrences of behavioural incidents. These include:

- Opportunities to discuss issues.
- Speaking with Safeguarding Leads.
- Speaking with Senior Mental Health Lead.
- Time to talk with the Class Teacher and/or Learning Support Assistant.
- Individual Behaviour Log.
- ABCC forms (Antecedent, Behaviour, Consequence, Communication).

This policy is freely available within the school community and is also found on the school website. It will also be sent out periodically, and when required.

The SLT will monitor the effectiveness of this policy on a regular basis and will report to the Governing Body on the effectiveness of the policy, making recommendations for improvements / changes as appropriate.

It is everyone's responsibility to ensure the behaviour of everyone is as expected.

Be Kind. Be Polite. Be Honest.