

## Behaviour Policy



At Nelson Academy, we believe appropriate behaviour is vital.

Within this ethos children are able to:

- Learn, feeling safe, secure, respected and happy
- Learn how to behave appropriately
- Learn how to recognise appropriate and inappropriate behaviour
- Learn how to care for one another
- Learn the value of friendship
- Develop self-discipline, which comes from a positive self-image
- Benefit from a fully inclusive curriculum

Staff are able to:

- Teach effectively
- Create the conditions in which effective learning can take place, where there is mutual respect between all members of the school community and for the learning environment
- Model desired behaviour
- Ensure the safety of all
- Maintain and develop a positive partnership with parents
- Develop personally and professionally

Parents are able to:

- Feel confident that their children are developing personally, socially and academically, within a secure and safe environment
- Feel confident that their children will receive the help and support they need
- Feel welcome in school to discuss their children's progress within a positive learning environment
- Feel able to show their commitment to the school by signing the home school agreement
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Staff considers themselves responsible for the children within sight or sound of them at all times.

### **The language of positive behaviour management**

There are four features of behaviour management embraced within the school ethos:

- **RIGHTS:** we all have the right to feel safe, to be respected and to learn
- **RESPONSIBILITIES:** we all have responsibilities that accompany these rights
- **RULES:** we have a few simple rules to protect the rights of ourselves and others
- **ROUTINES:** we have day-to-day routines that help the day to run smoothly

### The language of positive discipline

At the start of every new academic year, the children put together a set of class rules with their teacher. These are simple and few in number, and revolve around our ethos of rights, responsibilities, rules and routines. They are displayed in every classroom and are written in positive 'childspeak' language.

When managing behaviour, staff uses a number of different strategies:

- ✓ Follow and reiterate the class rules
- ✓ The avoidance of asking 'why': this often detracts from the issue in hand
- ✓ The avoidance of 'no': e.g. 'can I go to the toilet?' 'when you've done your sentences'
  
- ✓ Focus attention: 'what are you doing?'
- ✓ Redirect: 'what should you be doing?'
- ✓ Give 'take-up time': 'OK off you go. I'll check on you in a moment'
  
- ✓ Ignore secondary behaviours: as long as nobody is at risk, as these are often used to distract from the primary behaviour
  
- ✓ The avoidance of 'put downs'
- ✓ Rewards: catch children being good/doing the right thing 'well done Sophie, you put your hand up.'
  
- ✓ Consequences: the effectiveness of the sanction is in its certainty, not its severity
  
- ✓ The avoidance of shouting: an occasionally raised voice is more effective

They might also:

- ✓ ignore minor unwanted behaviours
- ✓ praise the desired behaviour
- ✓ use non-verbal signals
- ✓ model the desired behaviour
- ✓ move their teaching position

### Praise and Rewards

Staff adopt a positive approach of encouragement and praise. Praise can be given in many ways and may include the following:

- ✓ use of the zone board
- ✓ a non-verbal signal e.g. thumbs up, a smile
- ✓ a written comment on a piece of work
- ✓ group praise
- ✓ sharing success with another member of staff
- ✓ letting parents know about their children's achievements
- ✓ sharing work in an assembly

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The school has a variety of tangible rewards. These include the use of stickers, raffle tickets, 'Star Pupil of the Week' certificates and a top table at lunchtime. Children are also awarded house points which are totalled for the whole school each week. The house team which has the most house points is able to attach ribbons in the colour of their house team to a trophy which will be displayed in school.

Each term teachers choose two children from their class for a special Governors award. These children are selected on the basis that they are excellent role models and they have made excellent progress. The children receive a group reward for their hard work and outstanding contribution to the Nelson Academy.

### **Managing inappropriate behaviour.**

When managing inappropriate behaviour, staff may use a number of strategies depending on the nature, frequency and severity of the behaviour. They use their professional judgement and their knowledge of the child or children.

They may:

- ✓ use of the zone board
- ✓ ignore minor unwanted behaviour
- ✓ give a warning message e.g. make eye contact, move nearer to the child
- ✓ give a private reprimand
- ✓ give a public reprimand
- ✓ give 'time-out'/deferred consequences
- ✓ send the child to another teacher, the Phase Leader, Vice-Principal or Principal

### **Managing persistently inappropriate behaviour**

Should inappropriate behaviour persist, a teacher will make contact with the child's parents. Initially this may be on a fairly informal basis, such as a telephone call or talking to them at the end of the day when they collect their child. This enables teachers and parents to gain a fuller understanding of the situation, and for teachers to perhaps learn reasons for the child's behaviour. The teacher will also consider other factors which may be contributing – these may include the classroom layout, differentiation of the curriculum, learning style and use of teaching assistants.

If necessary, the teacher will consult with the school's SENCO. Observations of the child may take place, which may result in a Personal Learning Plan (PLP) if the child requires support which is additional to or different from their peers. If there is any possibility that the child might be excluded, then a Pastoral Support Plan (PSP) will be put in place.

The school has a clear whole school policy on sanctions (see Appendix 1). This is shared with staff, and is reviewed and analysed on a half termly basis. It is also included in the school brochure. Any incident is recorded on an incident report (see Appendix 2) by the adult who witnessed it. This is then passed to the class teacher who keeps a central record (in a blue folder 'Class Behaviour Log') and, after looking at the child's past behaviour record and the sanctions policy, decides on the appropriate sanction. All incident report forms should be counter signed by a member of the Senior Leadership Team.

The school works closely with parents and other professionals, such as Social Services, Psychology and Assessment and the service responsible for Looked After Children

# Behaviour Policy



Appendix 1  
**Sanctions/Consequences For Unacceptable Behaviour**

Action/Offence	1 <sup>st</sup> Offence Sanction	2 <sup>nd</sup> Offence Sanction	Consecutive Offence Sanction	Person/s Responsible
Swearing/use of abusive language to other child or adult	Internal exclusion	Internal exclusion with formal letter to parents/carers	Fixed term exclusion	Principal Class Teacher
Deliberate physical abuse of another child or adult	Internal exclusion	Internal exclusion with formal letter to parents/carers	Fixed term exclusion	Principal Class Teacher
<ul style="list-style-type: none"> <li>• Answering back</li> <li>• Rude behaviour</li> <li>• Defiance</li> <li>• Refusing to follow an instruction</li> <li>• Causing disruption to class through talking or inappropriate actions</li> <li>• Name calling</li> <li>• "Winding up"/provocative behaviour</li> <li>• Damaging school or other people's property</li> </ul>	Break time detention supervised by a teacher and TA	Letter to parents and 2 break time detentions supervised by teacher and TA	2 break time detentions supervised by a teacher and TA, and parent appointment with Principal and Class Teacher	Principal Class Teacher

Period of 1<sup>st</sup>, 2<sup>nd</sup> offences etc. to be each half term

Professional discretion to be used at all times when considering circumstances of offence, and when considering whether a Personal Learning Plan or another intervention is appropriate. All incident report forms to pass through the class teacher who will keep a central record.

**Appendix 2**

**Nelson Academy  
INCIDENT REPORT**

Date:.....

Child's name: .....

Class: .....

Incident:

Witnessed by: ..... Signed:.....

Received by Member of SLT: ..... Signed: .....