



# Behaviour Policy

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**Approved by:** Governing Body

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Annual	19.10.2021	1.0	Governing body	
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Annual	12.09.23	2.0	C&S committee	Changes to the following: <ul style="list-style-type: none"> <li>• Overview</li> <li>• School Objectives</li> <li>• Rewarding Positive Behaviour</li> <li>• Supporting Negative Behaviour</li> <li>• Child-On-Child Abuse</li> <li>• Fixed Term Suspensions</li> <li>• Permanent Exclusions</li> </ul>
Annual	19.03.2024	2.1	FGB	<ul style="list-style-type: none"> <li>• Highlighted section amended</li> <li>• Appendices'               <ul style="list-style-type: none"> <li>• Infant Behaviour Regulation Policy</li> <li>• Junior Behaviour Regulation Policy</li> <li>• High Behaviour Regulation Policy</li> </ul> </li> </ul>

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## A) Overview/Intent **PREAMBLE**

This policy reflects the Campus' belief that to enable quality first teaching and learning to take place, positive behaviour in all aspects of school life is essential. This policy seeks to create an inclusive, caring and safe learning environment that enhances the opportunities of all students. We aim to create this environment by having the following:

- Clear, high expectations which allow students to learn and teachers to teach
- A simple and clear rewards system
- Open dialogue with parents/carers
- Clear consequences which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- A culture which does not accept discriminatory or prejudicial language or behaviour
- A clear behaviour policy for each individual school which is publicised to parents/carers once per year, and is readily available on the website.

The school will seek to create a positive ethos through the recognition and rewarding of achievement and effort. The school will use a range of strategies including reward events, assemblies and reporting to parents, to recognise achievement and effort and will keep an accurate record of all rewards issued.

For the policy to be effective all staff and students must take ownership of the policy. The policy will be promoted and implemented throughout the school with this goal in mind. The school, as a whole with all stakeholders, will review this policy annually and assess its implementation and effectiveness.

## B) School Objectives

At Netherhall Learning Campus, it is of paramount importance to make expectations around good behaviour known, and for staff to model those expectations through their daily work. In order to ensure that all students are aware of expected behaviours, the following strategies including, though not exclusive to, will be implemented:

- Implementing an inclusive approach to all elements of school life;
- Celebrating success and effort through an effective rewards programme;
- Identifying and supporting those students who may have underlying reasons (academic and/or pastoral) which act as contributory factors to standards of behaviour falling below the school's expectations;
- Regular information sharing with parents as appropriate on matters around their son/daughter;
- Achieving high standards in terms of behaviour, attendance and punctuality;
- Identifying and supporting those students who require intervention at the earliest opportunity;
- Facilitating and encouraging parental involvement;
- Monitoring positive achievement and negative behaviour;
- Identifying, recording and acting upon any incidents which may be deemed as racial, sexual harassment or bullying in their nature and preventing reoccurrence or repetition;
- Teaching all students, the principles which distinguish 'right' from 'wrong';  
And promoting the school's core values of; honesty, tolerance, democracy mutual respect and positive behaviour to learning;
- Ensuring consistent and fair practice by all staff in terms of discipline;

- Ensure all staff act as positive role models, demonstrating disciplined and respectful behaviour, both professionally and personally towards students at all times;
- Provide a safe environment free from harassment, violence and disruption;
- Encourage good behaviour, respect and tolerance for others and prevent all forms of bullying;
- Promote the ethos of positive discipline, encouraging and supporting effort over attainment, and attitude over achievement;
- Ensure all members of our learning community display self-discipline and appropriate regard for authority;
- Ensure procedures in relation to positive and negative behaviours are applied consistently and fairly;
- Encourage, promote and reward self-regulation of behaviour by students;
- Secure high standards in all elements of school life;

## **C) Roles and Responsibilities**

### The Governing Body

- The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.
- The Governing Body will also review this policy in conjunction with the Principal/Head of School and monitor the policy's effectiveness, holding the Principal/Head of School to account for its implementation.

### The Principal/Head of School

- The Principal/Head of School is responsible for reviewing and approving this behaviour policy in conjunction with the Governing Body.
- The Principal/Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The Principal/Head of School will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- The Principal/Head of School will ensure that the data regarding behaviour is reviewed on a termly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### Pupils

Children are expected to follow the school rules that have been identified as important by themselves and staff:

- pupil should be made be aware of the school behaviour standards, expectations, pastoral support, and consequence processes
- In class, make it possible for all pupils to learn, refrain from causing disruption to prevent learning
- Behave in an orderly and self-controlled way at all times when at school, both within class and on the playground. Move quietly around the school
- Show respect to members of staff and each other at all times, no rudeness, shouting, ignoring, swearing, lying or arguing, or derogatory name calling
- Treat the school buildings and all school property with respect
- Wear the correct uniform at all times (unless this has formally been agreed in writing for specific individual reasons)
- Accept sanctions when given, listen to advice, learn from these sanctions and endeavour to change behaviour and take responsibility for their actions

- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Refrain from inappropriate on line activity in school – respect on line safety rules
- Follow instructions given by the adult without rudeness and disrespect

#### Staff

Staff are responsible for Implementing this policy consistently by:

- Modelling positive behaviour and developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour
- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils
- Providing a personalised approach (with discussion with SLT) to the specific behavioural needs of particular pupils (particularly those with additional needs)
- Recording behaviour incidents and reviewing outcomes and individual needs, carrying out risk assessments where necessary
- Exploring what has happened within an incident, documenting details of the incident, and following this up with consistent approaches to consequences. The senior leadership team will support staff in responding to behaviour incidents.
- Exploring triggers, strategies and interventions to support behaviour, including documenting approaches and targets to ensure behaviour is improving
- Ensuring parents are informed about any inappropriate behaviour

#### Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and school rules and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly
- Support school to explore any additional needs, or access support from outside agencies, for any difficulties to inform gathering evidence to support the graduated approach (Assess, plan, do and review)
- Review any approaches and strategies, discussing any next steps to improve behaviour
- Adhere to the [campus Parent and carer code of conduct](#)

## D) Rewarding Positive Discipline

The Positive Discipline Policy focuses as a community on rewarding first and sanctioning second. We work with families very closely to nurture our students whilst also challenging them to be the best version of themselves. We hold high standards in the school and work hard to support our students in reaching those standards.

Rewards have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside we aim to regularly inform parents regularly on their child's behaviour.

Attitude to learning, attendance, punctuality and respect is evident throughout the building and the school ethos at all levels and is directly linked to rewards and trips. Students are starting to understand that positive actions and efforts are rewarded and praised. Attendance, uniform, equipment and attitude to learning is a key focus for all staff across all year groups. This is monitored very closely by all staff and year group teams to record on a daily basis to enable rewards to be issued at a weekly, half termly, termly and an end of year basis.

To enable 'success for all' the following steps are followed:

Students will:

- Take responsibility for achieving the highest standards possible in terms of their effort, work and conduct.
- Recognise, acknowledge and celebrate the achievement and effort of others.
- Act in a way that is conducive to a culture where success is celebrated, including taking part in assemblies and reward events.
- Recognise and reward effort and achievement in line with the positive discipline ethos.

Parents will:

- Attend celebration and reward events where possible.
- Contact school with any achievements outside school so we can share them with the wider school community.

All staff will:

- Act as positive role models, modelling the highest standards of behaviour and attitude for the benefit of all students.
- Promote a culture of achievement and support the recognition of achievement and effort through whole school rewards.
- Capitalise on every opportunity to praise students and reward achievement.

Curriculum Leaders will:

- Find opportunities to praise students every day within their specific area(s) of responsibility.
- Develop departmental rewards and recognition of achievement within their specific area(s) of responsibility.
- Keep SLT, Heads of Year, the Inclusion Team and parents/guardians informed of achievements within their subject area when possible.
- Arrange trips and visits to reward the attitude of students and further develop learning.

Year Group Leaders will:

- Celebrate success and acknowledge achievements and effort within the year group setting.
- Contribute to creating a culture of success through year group activities and the positive discipline rewards programme.
- Provide opportunities to develop democracy and citizenship with students.
- Work together in conjunction with parents, colleagues and outside agencies to recognise positive achievement and effort.
- Develop a culture where positive achievement is recognised for their year group of responsibility.
- Contribute to and support rewards activities.
- Celebrate success through assemblies and reward events.

The Senior Leadership Team will:

- Act as positive role models for all staff in terms of implementation of this policy.
- Promote a culture of achievement and effort and support the recognition of achievement and effort through whole school rewards.
- Capitalise on every opportunity to praise students.

## **E) Supporting Negative Behaviour**

The school will seek to support students in developing their awareness of inappropriate conduct and will work with students to develop their skills in recognising, managing and self-regulating their own behaviour. It is important that behavioural systems are consistently implemented to ensure the climate for learning is positive and allows progress.

Students will:

- Self-regulate their behaviour.
- Report any incident(s) of bullying, violence, harassment and disruption at the earliest possible opportunity.

Parents will:

- Work with and support school and the behaviour for learning pathway.
- Attend meetings as requested.
- Emphasise good behaviour and high expectations.
- Check their son/daughters planner each week.
- Check attitude to learning reviews and discuss these with their son/daughter.
- Report concerns/worries/problems to school around negative behaviour as soon as possible.

Subject Teachers will:

- Be responsible for maintaining good behaviour for learning within their own lessons.
- Apply behaviour for learning pathway consistently and fairly in all lessons.

Curriculum Leaders will:

- Support members of staff within their department by operating a departmental system of withdrawal (buddying system) proactively and utilising report cards, parent meetings as they see appropriate.

Year Group Leaders and members of the Inclusion Team will:

- Work together in conjunction with parents, subject teachers, Mentors, the SENDCo, Senior Leaders and external agencies to address serious or repetitive incidents of inappropriate behaviour, promoting inclusion and providing an environment in which outstanding conduct can flourish.

Senior Leaders will:

- Act as positive role models for all staff in terms of implementation of this policy.
- Support colleagues by attending parental meetings for their year group link for repeated inappropriate behaviour or one off incidents of poor behaviour.
- Operate an 'On Call' service in response to serious incidents of behaviour or persistent incidents of behaviour which undermine the learning of other students.
- Attend reintegration meetings for any fixed term suspensions for student within their year group link.

Learning Support Unit at Netherhall Learning Campus is committed to supporting all students to access learning and recognises that some students may require a personalised approach through structured support for learning to facilitate this.

## **F) Processes, next steps and consequences**

This outlines the procedures that are followed to set expectations, give warnings, and outlines the escalation of involvement from class teacher through to Senior Leaders. The process will be followed

should a child deviate from following the rules, however, individual needs and the child's developmental stage will always be taken into account.

The school may use 1 or more of the following outcomes in response to unacceptable behaviour:

- A reminder or warning – pastoral conversation to address behaviour to help improve for next time
- Sending the pupil out of the class (with work to complete) – a time out to enable a child to regulate emotions and behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Adjusting timetable, grouping or seating in class
- Internal exclusion
- Suspensions and Exclusions
- Managed Move

If a child's behaviour is considered very serious consequences for this behaviour will be determined by a member of Senior Leadership Team (SLT) on an individual basis and discussions will involve parents, class teacher and child.

## **Fixed Term Suspensions and Permanent Exclusions**

### **Fixed Term Suspensions**

In line with positive discipline programme, suspensions will be used as a sanction in cases of serious misconduct or multiple incidents. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. The decision to suspend will be made by the Principal, or in their absence the Head of School, who, before reaching a decision will:

- Consider all the relevant and available facts and evidence to support the allegations made, considering the school's Equal Opportunities Policy.
- Consider the Special Educational Needs and Disability (SEND) status of the student.
- If the student is LAC this will be given additional consideration and the virtual school and social care will be informed of the incident as appropriate.
- In the event of one-off incidents, ensure opportunity has been provided for the student to give their version of events.
- A student's behaviour outside school (coming to and from school) can be considered grounds for a suspension or permanent suspension.
- Incident that occur at weekends, during holiday or outside of school hours should be referred to the police.
  - o School will attempt to reduce the in school impact of these incidents but will seek police advice in order to sanction in school.
- Check whether an incident was provoked by racial, sexual or homophobic harassment.
- If necessary, consult others, being careful not to involve anyone who may later take part in the statutory review of their decision, for example, members of the Discipline Committee.
- Ensure full compliance with government and Local Authority regulations.
- The length of the fixed term suspension will be determined by the individual circumstances of the incidents.



We will always attempt to ensure that suspensions are for the shortest time necessary and will follow Department for Education guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences. All suspensions must be followed by a reintegration meeting with both student and parents/carers attending. These are to discuss the next steps to ensure these behaviours do not happen again. The student will also be placed on report card to monitor and support their behaviour on their return.

## **Permanent Exclusions**

Permanent exclusion from school is a last resort when all attempts to modify a student's behaviour have failed. At this point, the student will not be conforming to school rules and his/her behaviour will be having a serious impact on the learning of others. Permanent exclusion could also be used for particularly serious incidents including, but not exclusive to, dealing in illegal substances or assault on a member of staff.

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to suspend a student permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

## **Managing Suspected Radicalisation and Extremism**

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. This may present itself in a number of ways and it is the responsibility of all staff to be aware of suspected risks. Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the child supports terrorism and/or violent extremism, must report these concerns to the named designated safeguarding lead in school who will consider what further action is required.

Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

## **Searching Students**

Searching students can play a critical role in ensuring that the school is safe environments for all students and staff. It plays a vital role in safeguarding and promoting staff and student welfare, and in maintaining high standards of behaviour through which pupils can learn and thrive.

Any student may be searched if they are suspected of concealing and carrying one of the following items;

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Legal highs;

- Stolen items;
- Tobacco and cigarette papers;
- E-cigarettes and/or vapes;
- Fireworks;
- Pornographic images;
- Or any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property.

Only the Head of School or Principal, or a member of staff authorised by the Head of School, can carry out a search. The Head of School can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

If a student refuses to co-operate, the member of staff may sanction the student in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

### **Students who abscond from the school site**

If any child attempts to leave the school site, where possible, we will try and maintain visual contact within the boundaries of the school site.

If a child leaves the school site, parents will be informed. If a child with complex SEND needs leave the school site, parents will be informed and each case will be considered individually, the police will be informed via 101, if deemed appropriate.

### **Reasonable Force in Schools**

At NLC we promote positive behaviour across all areas of the school environment.

We adopt the DFE guidance for the use of reasonable and proportionate force in only certain situations. Staff adopt the guidance from the DFE when using the term 'reasonable' whilst never using any more force than is needed at any time. This will always depend on individual circumstances.

*The use of 'reasonable force' in schools and colleges*

*150. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.*

*151. The Department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages Head of Schools, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use*

*reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.*

*152. When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non - discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.*

*153. Departmental advice for schools is available at Use of Reasonable Force in Schools.*

*154. For information about how to support children with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention can be found at Reducing the need for restraint and restrictive intervention.*

## **Physical restraint (Primary Phase Only)**

De-escalation strategies will always be used to help defuse and calm a situation prior to any physical restraint by a trained adult. In some circumstances, as a last resort, there may be a need to use 'reasonable force' to prevent a pupil from.

- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible and in line with Team Teach guidelines
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the red Team Teach incident log book (kept in safe) and reported to parents
- If there is felt the need for the above, a risk assessment using a Positive Handling Plan (in addition to a Behaviour Plan) will be completed

## **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- Sanctions will only be used on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

## **Bullying**

**Bullying** is defined as the *repetitive*, intentional harming of one person or group by another person or group, either face to face, or through other means (eg. Social media) where the relationship involves an imbalance of power.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

NLC will implement zero-tolerance approach to sexual harassment and sexual violence (Child on Child) - Refer to the Safeguarding Policy. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

**Procedure for sexual harassment and violence may include:**

CPOMS is used to record any incidents. We would carry out a risk assessment where appropriate to help determine whether to:

- Manage the incident internally
- Involve parents and carers
- Refer to outside professionals such as EYSEN, Educational Psychology or SEMH outreach.
- Refer to early help
- Refer to children's social care
- Report to the police

**The following behaviours may result in a fixed term suspension or permanent exclusion**

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Online sexual harassment ie sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Physical violence towards staff
- Smoking
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.

**(H)**  
**Netherhall Infant and Nursery School**  
**September 2023**

Our school upholds the Christian Values, the 4 core values below are at the heart of everything we do. These are embedded and celebrated together.

**Respect** – ourselves, each other and our environment – we do this by how we use kind words, listen carefully and respond positively and fairly

**Trust** – we will put our trust in one another and become reliable citizens for one another.

**Compassion** – we will be sympathetic and show empathy for each other and those within our school community and beyond.

**Love** – we will demonstrate affection and unconditional love as God did for us when he created

As part of our PSHE Curriculum every classroom has their learning charter displayed, this is created with the children at the start of the academic year and models what we want everyone in our school community to follow, leading by example.

### **Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour. It is important for children to feel safe, valued and supported at school. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative.

Classrooms will use

- Meet and greet to ensure a readiness for learning and a positive start to each day
- Zones of regulation and emotion language
- 'I wish my teacher knew' jars
- Transitional objects to support children at predicted times of emotional crisis – before holidays/transition to something new/key event in family
- Class charter.
- THRIVE approach and VRFs.
- Regular circle time and reflection time through Jigsaw, and 'Sunshine circle time'

### **Break and lunch times.**

Many of our children find it difficult to manage their behaviour in the unstructured times at both break and lunch times. Staff must ensure that they maximise opportunities to interact with learners and ensure children are engaged in appropriate activities.

Time should be given for **all** staff to familiarise themselves with individual plans/EHCP/MSP/risk assessments and what measures may be in place to support the child's difficulties.

Some children may have alternative arrangements at lunchtime to support their social and emotional development or to provide some calm time for managing their emotions and help them learn strategies that they may use when they feel more confident on the playground.

### **Recognition and Consequences**

We praise and recognise positive behaviour; our approach is designed to promote and acknowledge good behaviour rather than to deter inappropriate behaviour. Healthy, trusting relationships built

upon mutual respect are an essential element of developing positive conduct amongst children and staff.

It is everyone's responsibility to:

- **Always focus on positive conduct and try to spot children who are doing the right thing.** “Thank you for being ready to listen”; “Thank you for looking this way and being respectful ”; “Thank you for your maturity and being a good friend etc.
- **Use language scripts from emotion coaching/THRIVE that shines a light on behaviours – “ I have noticed...**
- **Give proximity praise - we praise other children, seated around a child, who are doing the right and required thing.**
- **Call home to a parent to give praise, this is far more effective than several negative calls.**

When considering the behaviour of any child with SEND, the school will carefully consider whether the child understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

### **Recognition**

- Stickers
- Class Dojo Points
- Headteacher Certificates & Postcards
- Fabulous Behaviour & Acts of Kindness Rewards
- Captain’s Table for lunch
- Communication home to reward the positive

### **Process Specific to the Infant and Nursery School**

#### **Behaviour Bullet**

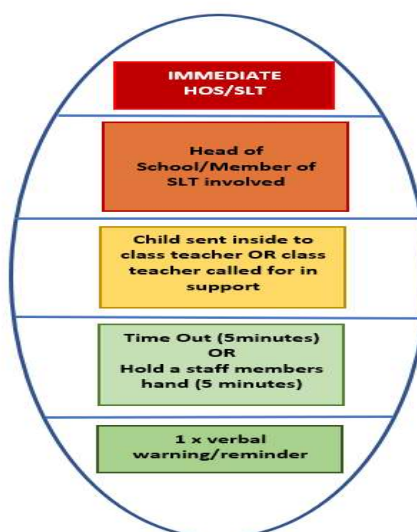
The behaviour bullet demonstrates the stages and consequences that should be followed by ALL staff. Every incident should be treated on an individual basis by the staff member dealing with it and the appropriate reinforcement/consequence served. We are aiming to develop greater consistency between ALL staff and children will the RESPECT every staff member.

Non-negotiables; Any behaviours that put other children/staff at risk. Physical behaviours towards others including hitting, punching, kicking etc.

Defiance would also be non-negotiable as this would not be demonstrating respect for the staff/others.

The behaviour bullet should be followed at all times to ensure our consequences from EVERY staff member are CONSISTENT.

Playground behaviours such as falling out, turn taking, provoking others, not sharing equipment, children showing frustration, tormenting each other, tale telling etc can all be sanctioned by using the differing stages.



### **Additional Resource Provision**

Our ARP children all have complex communication and interaction needs. This means that they may see and react to the world and situations differently. This is something that our staff are understanding of and are trained to support and manage behaviour within the provision in a nurturing and supportive way so that children feel safe and valued and begin to develop strategies to help them to navigate the world around them and begin to develop regulation strategies with the support of our staff.

### **Emotion, behaviour management and regulation approaches**

Our PHSE (Personal Health Social Emotional) curriculum based on JIGSAW resource and our THRIVE approach aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in our ever changing world. We also use Zones of Regulation across school to support children in better understanding their emotions and equipping them with effective ways to manage and regulate their emotions.

NLC Infants endeavours to adopt a 'restorative approach' to behaviour. Children will be supported in identifying why their behaviour was inappropriate and supported via restorative practice, to reflect on their behaviour and be given the chance to 'put it right'. This may involve discussion with their teacher or a supported discussion with other children on which their behaviour may have impacted.

All staff will use positive language which is firmly linked with our Thrive approach and will encompass the schools core values.

### **To facilitate such a process all staff will:**

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.
- understanding of the impact of unmet needs in a child's development and capacity for emotional Literacy and the impact this might have on their behaviour.
- As a THRIVE school all staff have been trained in the THRIVE approach. This means that all staff have adopted a consistent approach toward behaviour management that encourages positive behaviour from all children whilst supporting and nurturing their emotional wellbeing.
- All staff will ensure the school reward system is operated consistently.

### **Children are invited to discuss the following:**

- What has happened
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected
- What needs to happen to put things right or to make things better in the future

### **Staff will spend time to apply a restorative and pastoral approach**

**Step 1:** Ensure that the environment is safe, recognise the emotion, empathise and sooth to calm

**Step 2:** Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, "Bradley, you look really angry today." Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need

regulation, support the child to use their regulation strategies (e.g. kicking a football, having a cold drink, eating something crunchy, time in a calm room). Then give praise for the use of regulation skills.

**Step 3:** Set limits on the behaviour. Use correction or problem solving where appropriate e.g. “and it is not okay to kick the door like that. Let’s think about what you could do instead next time that you are feeling angry.” This will enable the child to learn from their experience.

**Step 4:** Problem solving with the child. When the child is ready to reflect, be curious about the possible reasons behind their emotion e.g. “I wonder if these angry feelings are because you’re feeling left out. “Show empathy and acceptance of the feelings e.g. “I get it. I would feel angry if I was feeling left out too.” Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that ‘the relationship is bigger than the act’

### **Processes and referrals**

Incidents of inappropriate behaviour will be dealt with staff within school. Children will be supported in identifying why their behaviour was inappropriate and supported via restorative practice, to reflect on their behaviour and be given the chance to ‘put it right’. This may involve discussion with their teacher or a supported discussion with other children on which their behaviour may have impacted.

Any continuing concerns about inappropriate behaviour will be shared with parents and other agencies if deemed appropriate.

In some cases, children who display reoccurring inappropriate behaviours may require additional adult support to help them to manage their feelings and understand how, why and when these behaviours occur. This additional support could include one of the following:

- Additional adult support during unstructured or ‘tricky’ times throughout the school day such as playtime.
- Where appropriate pupils to have individual Thrive profiles to help build positive school experience and overcome the barriers to learning.
- On occasions children may need to use the ‘calm room’ in school to self-regulate. At all times children will be observed and supported in making positive choices enabling them to return to class.
- Targeted interventions within school to target a child’s specific need that is impacting on their behaviour. For example, a child might take part in a social interaction group with other children to allow them to develop their social understand and build secure and appropriate friendships with their peers.
- The introduction of a pupil passport/MSP/positive handling plan for a child to outline any additional support that can be monitored over the school year. This allows any provision put in place for a child to be closely monitored to ensure it is effective and appropriate.
- Any serious incident of difficult behaviour which has required restraint or has resulted in someone being hurt must be reported and logged. (SLT/CPOMS)
- Staff are trained in de-escalation strategies and where necessary staff are Team Teach trained in positive handling responses.
- Significant poor behaviour must be logged onto CPOMS by the teacher dealing with the incident and shared with all relevant staff
- Where necessary school will use individualised behaviour plans and positive handling plans
- Early Year SEN Team
- Complex Communication and Interaction Outreach
- Cognition and Learning Outreach
- Social, Emotional and Mental Health outreach
- Child and Adolescent Mental Health Services (CAMHS)
- Children’s Emotional Health and Wellbeing Service (ChEWS)



- Northorpe Hall – Mental Health services, suicide and self-harm services
- Neuro development pathway – assessment pathway for ADHD and Autism Spectrum Condition (ASC)
- 0-19 Team (Health Visiting and School Nursing)
- Young Carers – to support children who care for adults
- Speech and Language Therapy
- Sensory Occupational Therapy.

### **CPD and training**

NLC Infant School are committed to ensuring all staff have effective, quality professional development that will help them gain the skills and knowledge necessary to support the behaviour regulation approach.

- THRIVE training
- Emotion coaching
- ACEs
- The use of visual aids and supports.
- Neuroscience approaches
- Use of EEF research
- SEND bespoke training for whole school approach and individual approaches – ASD, ADHD
- Attachment



(I)  
**Netherhall Learning Campus Junior School**  
**Behaviour Regulation Policy**  
**September 2023**

Our school has four core values that underpin the expectations of our school community. Class charters and pastoral discussions and responses to behaviour will use these as the foundation.

**Respect** – ourselves, each other and our environment – we do this by how we use kind words, listen carefully and respond positively and fairly

**Friendship** – we will play and share and treat others as we would like to be treated

**Honesty** – we will tell the truth, accept when we have done something wrong and we will work hard to be our best

**Perseverance** – we will try hard in all we do and keep going even when the going gets tough

### **Classroom management**

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave. Classrooms should be organised to develop independence and personal initiative.

Classrooms will use

- Lollipop sticks
- Zones of regulation and emotion language
- What I wish my teacher knew – red post boxes
- Transitional objects to support children at predicted times of emotional crisis – before holidays/transition to something new/key event in family
- Meet and greet to ensure a readiness for learning and a positive start to each day

### **Break and lunch times.**

Many of our pupils find it difficult to manage their behaviour in the unstructured times at both break and lunch times. Staff must ensure that they maximise opportunities to interact with learners and ensure pupils are engaged in appropriate activities. Time should be given for **all** staff to familiarise themselves with individual plans/EHCP/MSP/risk assessments and what measures may be in place to support the child's difficulties.

Some children may have alternative arrangements at lunchtime to support their social and emotional development or to provide some calm time for managing their emotions and help them learn strategies that they may use when they feel more confident on the playground.

### **Recognition and Consequences**

We praise and recognise positive behaviour; our approach is designed to promote and acknowledge good behaviour rather than to deter inappropriate behaviour. Healthy, trusting relationships built upon mutual respect are an essential element of developing positive conduct amongst children and staff.

It is everyone's responsibility to:

- *Always focus on positive conduct and try to spot children who are doing the right thing. "Thank you for being ready to listen"; "Thank you for looking this way and being respectful "; "Thank you for your maturity and being a good friend etc.*
- *Use language scripts from emotion coaching/THRIVE that shines a light on behaviours – " I have noticed...*
- *Give proximity praise - we praise other children, seated around a child, who are doing the right and required thing.*
- *Call home to a parent to give praise, this is far more effective than several negative calls.*

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

### **Recognition**

- Stickers
- House points
- Postcards
- DORIS tokens
- Moving towards the stars (Green to Silver to Gold)
- Class rewards,- marbles/treat box/raffle tickets

### **Emotion, behaviour management and regulation approaches**

Our PHSE (Personal Health Social Emotional) curriculum based on JIGSAW resource and our THRIVE approach aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in our ever changing world.

NLC Juniors endeavours to adopt a 'restorative approach' to behaviour to help children understand the impact that their negative actions/behaviours may have on others. This approach endeavours to create a more respectful climate, a relational approach, honesty and willingness to accept responsibility and understand others' feelings.

### **To facilitate such a process it requires staff to have the ability to:**

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

### **Children are invited to discuss the following:**

- What has happened
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected
- What needs to happen to put things right or to make things better in the future

### **Staff will spend time to apply a restorative and pastoral approach**

Step 1: Ensure that the environment is safe, recognise the emotion, empathise and sooth to calm

Step 2: Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, "Bradley, you look really angry today." Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their regulation strategies (e.g. kicking a football, having a cold drink, eating something crunchy, time in a calm room). Then give praise for the use of regulation skills.

Step 3: Set limits on the behaviour. Use correction or problem solving where appropriate e.g. "But it is not okay to kick the door like that. Let's think about what you could do instead next time that you are feeling angry." This will enable the child to learn from their experience.

Step 4: Problem solving with the child. When the child is ready to reflect, be curious about the possible reasons behind their emotion e.g. "I wonder if these angry feelings are because you're feeling left out. "Show empathy and acceptance of the feelings e.g. "I get it. I would feel angry if I was feeling left out too." Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that 'the relationship is bigger than the act'

### Processes and referrals

When there may be repeated incidents of pupil dysregulation or negative behaviour, the referrals below may be considered, depending on need and needs of pupil. NLC Junior School will leave no stone unturned in seeking the right support to enable all children to be able to learn and self-regulate and manage their emotions.

- CAMHS
- Northrop Hall
- Neuro development pathway

### CPD and training

NLC Junior School are committed to ensuring all staff have effective, quality professional development that will help them gain the skills and knowledge necessary to support the behaviour regulation approach.

- THRIVE training
- Emotion coaching
- Neuroscience approaches
- Use of EEF research
- SEND bespoke training – ASD, ADHD
- Attachment

Examples of documents referenced and used in conjunction with our Behaviour Regulation Policy can be found below;

- Core values poster
- Class charter example
- Bullying poster
- Zones of Regulation/JiGSAW overview
- Language script
- Risk assessment
- Positive handling plan



**(J)**  
**Netherhall Learning Campus High School**  
**Behaviour Regulation Policy**  
**September 2023**

**Classroom behaviour**

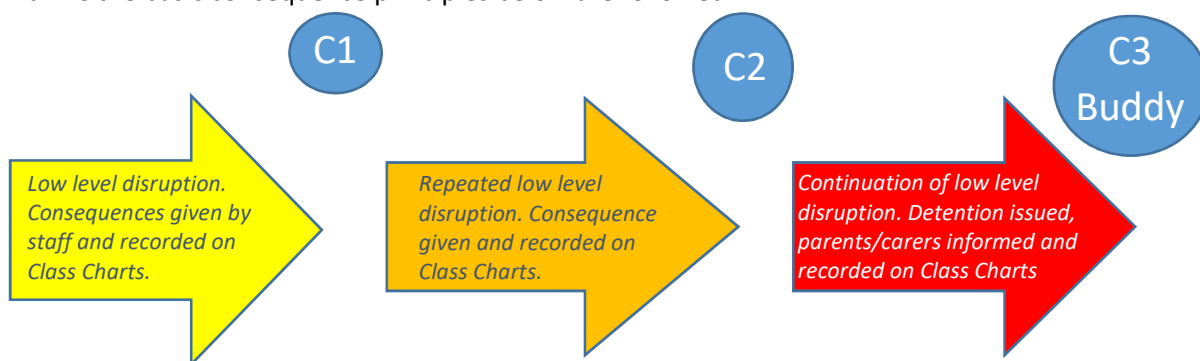
At Netherhall our guiding principle of 'Success for All' mean that every student in every lesson have the right to learn without disruption. In order to enable this all low level disruption is challenged and the basic principles below are followed:

Low level disruption could constitute (but not exclusive to):

- Off task behaviour
- Talking when asked not to
- Inappropriate conversation/language
- Chewing/eating
- Not paying attention
- Lack of work/effort
- Refusing to follow instructions
- Attempting to disrupt their own/others' learning

In any serious and/or isolated incidents a student may require further intervention and negative consequences, such as departmental detentions, internal and external isolation or suspension. At all points within the system, parents/carers will be informed as to the investigations and decisions made by staff. It is important that where negative behaviours are identified, and consequences are implemented, the following actions are taken to ensure it does not happen again:

At NLC the basic consequence principles below are followed:



At any point within the system, if a serious incident occurs, including prejudicial language or an incident pertaining to child-on-child abuse a student can be removed from a classroom. At each level, intervention within the classroom is down to the teacher's professional judgement.

Where a student is removed from lessons from lessons, parents/carers will be informed on the same day and as soon as is practicably possible.

## **Uniform Expectations**

All students are expected to wear school uniform, which is outlined on the school website and available on request from any member of the pastoral team. Students not in correct uniform will be challenged on arrival by their form tutor and expected to change or remove the incorrect item. If the student refuses to change into appropriate clothing or remove prohibited pieces of clothing, they will be placed in Isolation the student adheres to expectations. (If a student has a note from a parent/carer, they will still be offered the correct uniform to change into from a member of staff).

Make-up is permitted but must be natural. If a staff member deems a student to have excessive amounts of make-up on, they will be told to remove this; failure to do so will result in isolation until the student adheres to expectations. Uniform is an important part of creating an identity and pride in a school, and students attending NLC must meet the reasonable expectations.

The required uniform is displayed on the school website and on poster around the High School.

This will include the following:

- NLC jumper
- Smart black/grey trousers
- White NLC polo shirt
- All black trainers
- Appropriate length skirt (knee length)
- Black/grey jeggings
- NLC PE kit (black polo and black NLC hoody)

Please refer to the school website for the specifics around school uniform as all acceptable items of clothing are clearly marked with a 'green' tick. An example of inappropriate items of clothing are clearly marked with a 'red' tick, however, these are merely examples but not exclusive. As tattoos, inappropriate piercings, extreme haircuts and the wearing of hats (including baseball caps, beanie hats, topis and du-rags) is not permitted at any point in and around the school building. Once again, whilst these are examples, this is not an exhaustive list of unacceptable uniform items. The Principal and the Leadership Team will make the final decision regarding what is acceptable and what is unacceptable.

## **Corridor Expectations**

When a student is found to be behaving poorly on a corridor or around the school building, a negative consequence will be issued on Class Charts. Parents/carers will be informed of this behaviour as quickly as possible.

Consequences will be issued for the following misdemeanours (but not exclusive to):

- Not adhering to the school's uniform expectations
- Inappropriate language (not directed towards another student or member of staff and not swearing)
- Generally inappropriate, but inoffensive, behaviour
- Running on corridors
- Shouting or screaming
- Swearing
- Clear violation of communicated rules and expectations
- Behaving in a way which is unsafe
- Not adhering to the 'one-way' system clearly marked around school
-

## Mobile phones

At Netherhall Learning Campus, mobiles phones are not allowed to be used during the hours of the school day; 8:45-3:15pm. If a student is seen on their phone they will be asked to hand over the phone and a consequence will be recorded on Class Charts. The following rules and procedures will be in place at NLC:

First instance of confiscation (mobile phone is seen being used by a student)	Device is handed over to the member of staff and placed in the safe at the main office. Student is issued a consequence on Class charts and collect the phone at 3:15pm.
Second Confiscation	Device is handed over to the member of staff and placed in the safe at the main office. Parents/carers have to collect the device at 3:15pm and a consequence on Class Charts is recorded.
Third Confiscation	Device is handed over to the member of staff and placed in the safe at the main office. Parents/carers have to collect the device at 3:15pm and a sanction of HoY isolation is issued and recorded on Class Charts.

Headphones (including wireless ones such as Air Pods for example) are not permitted to be used on school site at any time; if seen being used, both headphones and the device to which they are attached will be confiscated in line with the mobile phone/electronic device confiscation periods.

## Internal/External Isolations

Internal Isolation is typified by the following:

- The removal of a student from mainstream lessons and social time for a fixed period away from the main body of the school
- A student completing curriculum work in silence, whilst supervised an appropriate member of staff at all times
- A proportionate response to a serious breach of the behavioural expectations
- A purpose-built provision which gives regard for students' rights

Internal Isolation is not:

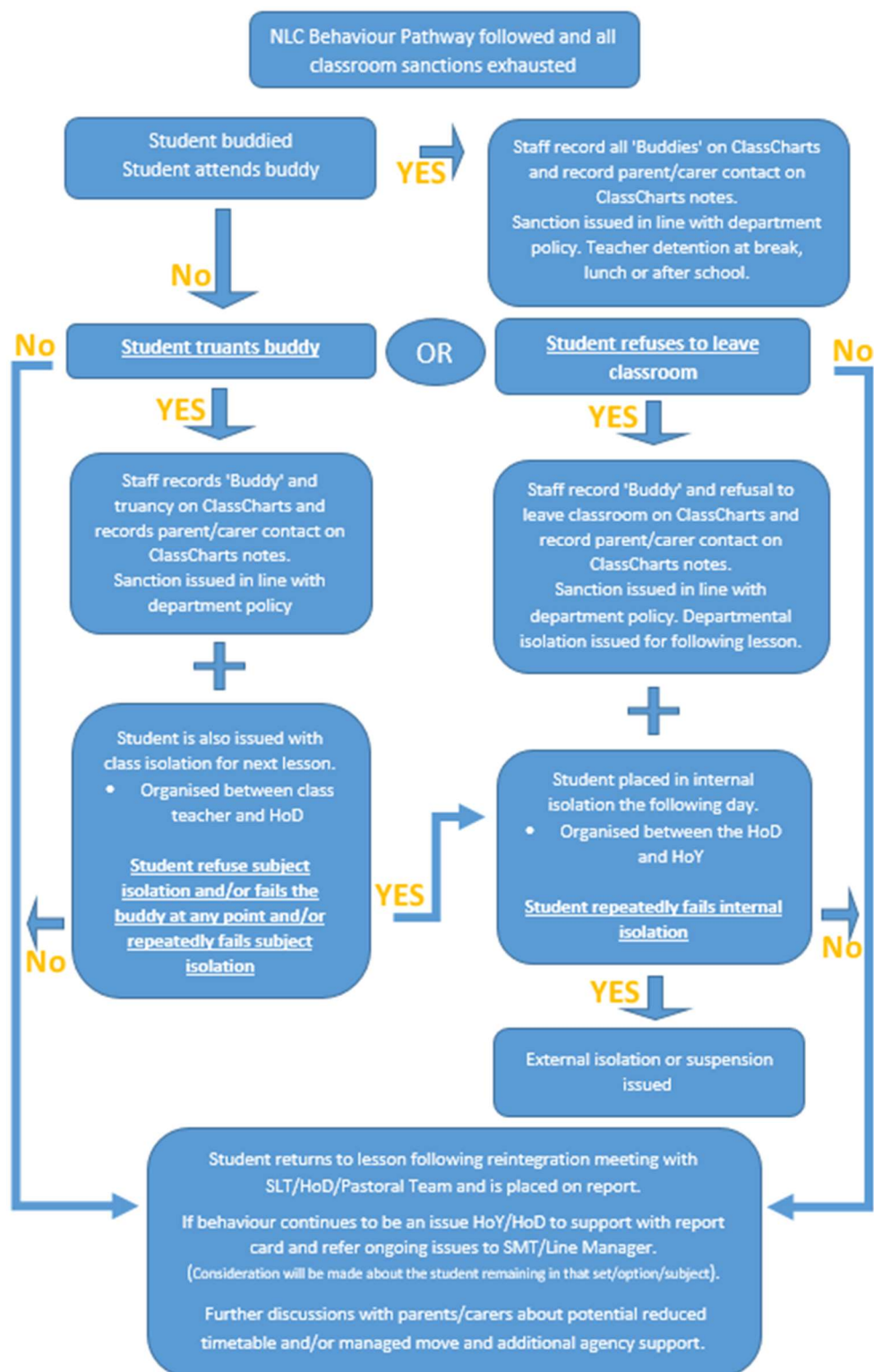
- In breach of a student's human rights
- In a locked, intimidating space

Internal Isolation is an extremely serious sanction. The internal isolation room has a functional and purposeful environment with a bank of work which covers every curriculum area for students. Students will be 'isolated' in the fullest sense of the word. All unstructured time will be spent in the internal isolation room. The room will be fully supervised by a member of staff at all times. Students are expected to work hard in the internal isolation room for the duration of their placement, which will be time specific, short-term and in response to serious breaches of the behaviour policy.

If a student does not meet the behavioural expectations of a session in the internal isolation room, then he/she will receive a fixed short term period of isolation at an external provision (another school in the local area). External isolation can be issued for failure to meet the expectations in Internal Isolation, but also for any serious breach of the school behaviour policy. External isolation is used to reduce the use and implementation of fixed-term suspensions.

## D) Behaviour Pathway

To ensure quality first teaching and learning takes place at NLC, all staff follow and implement the below pathway to support all students in making the correct choices to enable their learning:





To ensure that this pathway is followed by all students, the following strategies are implemented by all staff:

Subject Teachers will:

- Follow classroom routines and sanctions (coats off, mobile phones away, seating plan adhered to, etc.)
- Take action according to departmental/school policy (consequences, buddy)
- Any student who is buddied out of class must have a follow up sanction issued by the subject teacher.
- Follow up on action taken by phone call home, detention, possible involvement of form tutor or head of year and/or parental meeting.
- Record incidents including action taken (CPOMS/SIMS)
- All incidents reported to the head of department.

Heads of Department will:

- Ensure that subject teachers are completing the above process.
- Track recording system to anticipate potential behavioural issues within the department
- Identify major/persistent concerns that require head of department involvement
- Take action e.g. parental contact, department detention, possible involvement of form tutor (including subject teacher involvement)
- If no improvement HoD completes a referral form listing all action taken by both subject teacher and head of department.
- If sanction has been completed and no further action is needed complete Class Charts report onto head of year for INFORMATION ONLY
- If sanctions not completed and no improvement and further action is needed – pass on both incident report forms onto head of year - ONLY WHEN CONTACT WITH PARENTS HAS BEEN MADE AND STILL NO IMPROVEMENT

Head of Year will:

- Liaise with HoD's regarding persistent behaviour problems and take action where appropriate
- Implement appropriate action – detention, parental contact/meeting (with department present), isolation
- Collate student incident forms in order to spot students of concern across a number of subjects
- Liaise with SLT and Inclusion team regarding possible placement in LSU.

Senior Leaders will:

- Liaise with HoY's and HoD's regarding persistent behaviour problems and take action where appropriate
- Deal accordingly and sanction appropriately with external isolation or suspension for any student using abusive or foul language towards a member of staff.

If an incident is serious and needs immediate action a member of SLT and the pastoral team will collect the child where possible.

Follow up action to the incident must still follow the above procedure but the LSU will house the student for the remainder of the lesson.

Only students that have exhausted the intervention that the Behaviour Pathway states and that are recommended by heads of year will be eligible for a placement in the LSU.