



Nansloe Academy Core Purpose (Ethos)

We can all learn and improve, regardless of our differences. We can learn skills to help us to be more effective learners and citizens. These skills help us throughout our lives, not just in school, and enable us to make a positive contribution to society. Our attitudes and behaviour now affect our future success.



Nansloe Academy Policy for Behaviour for Learning

Ann Webb and Lucy Swiggs – June 2021

Rationale:

The Learning Powers provide a framework for the development of positive social, emotional and learning behaviours, which is at the heart of our school ethos and policy. Our curriculum reflects our commitment to developing every child's full potential, including maximising their social and emotional wellbeing. We recognise, however, that for some children this provision alone is not sufficient to meet their more complex needs. For this reason, we have adopted a Trauma and Mental Health Informed Schools (TMHI) approach to ensure every child is enabled to reach their full potential. Evidence shows that, 'social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ' (Duckwork and Seligman 2005). For this reason, the TMHI approach is embedded within our school culture to ensure high quality emotional support for all.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults, working in relationship with children, are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways. To this end, staff training and development is key to the success of school improvement initiatives in this area. There is much evidence to show that 'school based programmes of social and emotional learning ... have the potential to help young people acquire the skills they need to make good academic progress' (British Educational Research Journal 2013).

Aims:

To promote positive behaviours for learning and life by enabling children to understand, regulate and manage emotions and actions, both in themselves and others.

To facilitate this, our whole school approach is to use the "sense, feel, stop, think, choose" strategy for promoting self-management and regulation.

Roles and Responsibilities:

All staff have a responsibility for implementing the school's behaviour policy. Appropriate and regular training is provided including induction for new staff to ensure a consistent and effective approach.

The Deputy Headteacher/SENDCo and Assistant Headteacher/TIS Lead teacher jointly lead the development and implementation of policy.

School Rules:

Our school rules are central to the promotion of positive behaviour. Every child has been involved in developing our rules, which emphasise desirable behaviour, and all adults and children have signed to say they agree to do their best to keep them. This is displayed in the school hall, alongside the rules, and referred to regularly in assemblies. In addition, children, parents and the school have signed a home school agreement, where all parties pledge their intention to do their best.



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Treat everyone well.
Listen, think and do your best.
Look after yourself and our school.

Rewards

While our ultimate aim is to develop children's intrinsic motivation to behave well and to recognise that this will support their learning, we acknowledge that rewards can play a role in promoting desirable behaviour. Rewards, including praise, also help us to reinforce positive behaviour which is key to the success of our policy. Staff always strive to praise rather than sanction. This enables staff to emphasise desirable behaviour as a model to others.

1. Team Point System

Team points are awarded for children who are seen to be following one of our school rules. To ensure team points have high value, only one team point is awarded on each occasion. These are added up weekly and announced in Friday's Celebration Assembly. A simple treat is organised for the winning team, at the end of each term.

2. Learner of the Week Certificates

Each Friday, during Celebration Assembly, a small number of children are rewarded for demonstrating the learning powers, which allows a continued focus on the promotion of appropriate behaviour for learning. The emphasis of this is always on attitudes and approach to learning, rather than the end product.

3. Golden Time

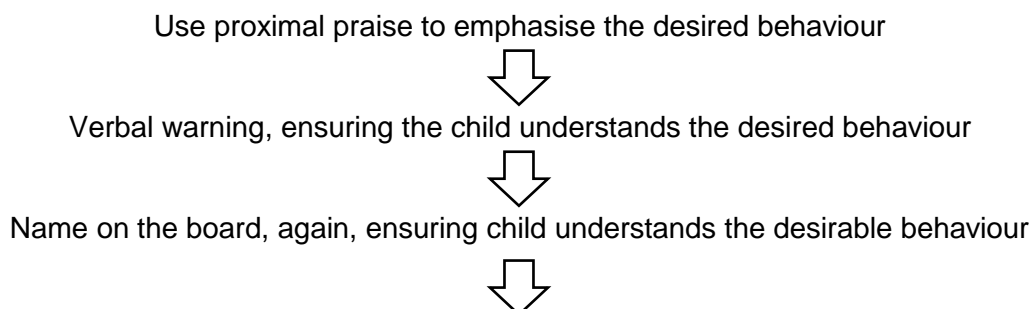
Provided they have behaved appropriately, all children will enjoy 30 minutes of Golden Time, usually on a Friday afternoon. This is an opportunity for children to build and develop their social skills through enjoyable activities with staff and peers, as well as to celebrate their positive behaviour. Where behaviour has been inappropriate, Golden Time may be lost – see Sanctions below.

Recording of Rewards

It is very important for class teachers to keep a record of children achieving learner of the week certificates, to ensure that every child has the opportunity to benefit from this learning experience.

Sanctions

Where use of praise has not been sufficient to modify a child's behaviour, a clear system of sanctions is in place, as shown in the flowchart below:





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Dot next to their name which indicates 5 minutes of Golden Time lost



Another dot next to their name which indicates 10 minutes of Golden Time lost



Go to agreed safe space or partner class.



Return to class with a fresh start (name rubbed off board); a return conversation takes place with the child's key adult to ensure their readiness to return.

When a teacher is concerned about a pupil's ongoing behaviour and the above system does not appear to be having sufficient impact, they will liaise with the SENCO/TMHI Practitioner to discuss how the child could be supported and, if appropriate, parents will also be contacted.

We recognise that for some children this system will not be enough and a greater level of support and more tailored, personalised provision will be needed. These children will have targeted behaviour support (further details below).

This support might include mentoring from the Learning Mentor, 1:1 TMHI support, variations in arrangements for play/lunchtimes, targeted whole class PSHE lessons or personalised reward systems. Throughout all of this, the emphasis is on the need to provide the child with self-help strategies and increase their understanding of their emotions and the impact these have on their behaviour.

Recording of Sanctions

As a record of low level behaviour, each class has a behaviour log which is to be filled in when playtime is lost, stating the reason why. This enables a picture to build over time. Where behaviour incidents are more significant an incident report form (blue form) must be filled in and passed to the SENCO/TMHI Practitioner. This helps to ensure a fair and consistent approach. Class behaviour logs will be checked weekly by TMHI trained staff and incidents followed up if appropriate.

When a blue incident form has been completed, the Principal will be informed and may become involved if appropriate. The Principal's involvement will be in the most serious of cases and used as a last resort.

Targeted Behaviour Support

We recognise that discharge or defence behaviours may be exhibited as a consequence of interruptions in a child's social and emotional development. We also recognise that for some children, these behaviours may appear out of their control, with limited conscious thought. For these children, our reward systems and sanctions flow chart is often not appropriate and has limited impact in managing their behaviour. In this instance, a behaviour profile can be carried out by our TMHI practitioner, who is then able to create a personalised action plan of intervention to support this child.



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We also understand that some discharge or defence behaviours are much harder to identify, as some children internalise these emotions and they have the potential to go un-noticed. For this reason, whole class TMHI screenings are carried out termly to identify any children who may require additional social and emotional support. In this way, we aim to be proactive in identifying potential difficulties before they become established behaviour patterns.

Children who are identified as having significant interruptions in their development are then screened individually to identify where these interruptions are. They will then receive targeted 1:1 or small group support in the TMHI room (The Hub), with a trained TMHI practitioner. This support is play based, with a focus on creativity and the arts which provide opportunities for the child to safely express and explore the strong feelings that are getting in the way of learning and behaving well.

Parents will be involved in individual pupil screenings and their permission must be sought. An ongoing dialogue with parents will be maintained and parents will have an action plan for use in the home, which goes alongside the child's school action plan.

Please also refer to the school's **Exclusion Policy** and **Bullying Policy**.

Behaviour Policy 2020/2021 Covid-19 Addendum

At Nansloe Academy we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in the light of the Covid-19 Pandemic, to make some slight adjustments for the safety of pupils and staff. These adjustments are set out below:

Arrivals, departures and moving around school

Children will enter school through their designated entrance at the agreed time. Children will go straight to their designated 'bubble', keeping 2m distance from other individuals. At their designated home time, children will leave the building from their designated exit.

Movement around the school will be limited. There is a one-way system in place in the Junior corridor and children will follow their designated route and exit doors at break time and lunch time.

Children are expected to tell a member of staff if they feel unwell and are exhibiting signs of Coronavirus.

Children have responsibility for their own water bottle, coat and other belongings and ensure these are not shared with other pupils.

Hand washing and hygiene

Children are expected to follow all hand washing and hygiene routines whilst in school. Children wash or use antibacterial gel before entering school, before and after going outside, before and after lunch and at regular intervals throughout the day.

Children cough or sneeze into a tissue or the crook of their arm. They are reminded not to touch their face, mouth, nose or eyes at school.



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Should children refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children in Reception and Year 1 will have their own place to sit and, where ever possible, social distancing measures will be adhered to. We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand that this may not always be possible.

Children who are old enough, will be expected to socially distance from their peers and adults in school and outside on the school grounds.

Teachers will ensure that pupils, where ever possible, adhere to these social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

Break times and lunchtimes

Children will have a designated place to play at break and lunch times. They are encouraged to remain socially distanced from their peers and adults during this time.

Rewards

Children will be praised and encouraged for good behavior and good work. Our school team point system will not be in place during Covid-19 but stickers, positive praise and encouragement will be used.

Behaviour in school

If a child's behavior is deemed high risk then sanctions and disciplinary procedures will be used. Examples of high risk behavior could involve refusing to: adhere to safety measures, wash hands, socially distance, remain in their 'bubble'.

The following sanctions/disciplinary procedures could be used:

- Conversation with the pupil which could involve a verbal warning, moving seats or other behavior management strategy in line with our policy.
- After behaviour management strategies have been used and if necessary- contact made with parent or carer.
- If health and safety of other pupils or members of staff are put at risk by pupils not adhering to social distancing measures, then the parent or carer will be expected to collect the pupil. In some cases a fixed term exclusion could be applied in line with Exclusion guidance.



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Pupils with Special Educational Needs

We acknowledge that children have a range of different experiences during the lockdown period which may have an impact on their behavior presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school camp, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result, children may present with behaviour that is not usual. This may include:

- Anxiety, lack of confidence
- Challenging behavior, fight or flight response
- Anger, shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with Autism, the change in routines and lack of familiarity will require additional adjustment. In some cases, school will undertake a risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists.

Pupil's working from home

If interacting with other pupils or staff online, students should always be kind and respectful to each other and staff. Students should not contact staff via social media platforms or make comments about staff on social media platforms.