

Policy: Behaviour Policy (DRAFT)

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Aims and Expectations

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

At Nelson Academy, we believe appropriate behaviour is vital.

Within this ethos, all children have a responsibility to:

- Keep themselves and each other safe
- Recognise appropriate and inappropriate behaviour
- Actively follow the school rules at all times
- Treat everyone within the school community with respect
- Take ownership of their own behaviour and, when necessary, participate in restorative discussions which consider the thoughts and feelings of others
- Take care of personal possessions and school property
- Try their best in all areas of school life
- Demonstrate excellent behaviour when representing the school - E.g. during school trips, sporting events and when travelling to and from school
- Learn the value of friendship

All staff have a responsibility to:

- Demonstrate unconditional positive regard for all members of the school community
- 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
- Be consistent and fair to all
- Model and support the children's SEMH (Social, Emotional and Mental Health) needs and SMSC (Spiritual, Moral, Social and Cultural) development
- Create a personalised approach to meet the needs of individuals, including those with Special Educational Needs or disabilities (SEND)
- Create an environment which recognizes and celebrates differences
- Promote the Nelson Academy values:
    - Care
    - Respect
    - Enjoy
    - Achieve
    - Teamwork
    - Environment

- Promote fundamental British values and prepare children for life in modern Britain and the wider world
- Ensure teaching methods encourage enthusiasm, motivation and excitement
- Take an interest in all children – nobody at our school goes unnoticed
- Praise and reward positive behaviour, effort and work
- Look after our school and model this to our children.

All Parents have a responsibility to:

- Ensure their child's regular attendance and punctuality
- Support the school's behaviour policy
- Work in partnership with the school
- Show respect to all members of the school community
- Communicate, in a timely manner, anything that could have an impact on their child's time at school.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork through refusal to complete the work
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (which can be physical, online, verbal or emotional and is defined as being repeated and over time)
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images

School staff may search pupils and confiscate prohibited items where lawful and appropriate to do so, in accordance with current DfE guidance.

The school may apply sanctions where off-site or online behaviour has an impact on the safety, wellbeing or reputation of the school community.

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

At the start of every new academic year, the class teacher will discuss the school 'Pupil Code of Conduct' with their class. The 'Pupil Code of Conduct' is simple and revolves around our ethos of rights, responsibilities, rules and routines. They are displayed in every classroom and are written in positive 'child speak' language.

Pupil Code of Conduct:

- Everyone has the right to feel **safe** in school
- Everyone has the right to feel **respected** in school
- Everyone has the **right** to be able to learn when they are in school

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

Follow and reiterate the Pupil Code of Conduct

- ✓ 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 completed your work."

- ✓ 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."

- ✓ Use positive phrases to direct to the action we would like to see rather than focusing on what they should not be doing: "Walk nicely" instead of "Don't run"

- ✓ 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 is the most common reward. This can be to individuals and groups, formally and informally and in public or private situations. Helping children to know when they have gone above and beyond can help develop motivation and create that intrinsic motivation to succeed. Through the development of close relationships with our pupils, staff know when certain rewards or praise may cause children with negative experiences to respond in a different way. This highlights the importance of staff building relationships with children.

Praise can be given in many ways and may include the following:

- ✓ awarding points on Class Dojo
- ✓ 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 e.g. The Principal's 'Wow Work Wall'
- ✓ letting parents know about their children's achievements
- ✓ sharing work in an assembly

The school has a variety of tangible rewards. These include the use of Class Dojo points, stickers, raffle tickets and 'Star Pupil of the Week' certificates.

SEND Pupil Behaviour

Our school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of behaviour occur, we will consider them in relation to a pupil's SEND needs. However, we recognise that not every incident of misbehavior will be linked to their SEND. The school will also consider whether behaviour may be linked to a disability or other protected characteristic and will make reasonable adjustments where appropriate. Decisions on whether a pupil's SEND needs or other protected characteristic have had an impact on behaviour will be made on a case-by-case basis. As a school, we will consider our legal duties when making decisions about how to enforce our behaviour policy. These legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a SEND pupil when following this behaviour policy (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an EHC Plan, the provisions set out in the plan and the school will co-operate with the local authority and other bodies

We believe in inclusivity and will, as far as reasonably possible, anticipate all likely triggers of misbehavior and put in place plans and support to prevent these from occurring.

Adapting Sanctions for Pupils with SEND

When considering a behaviour sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction

- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their SEND

If the answer to any of these questions is yes, the school will consider whether it is appropriate to issue a sanction and, if so, whether any reasonable adjustments need to be made to the sanction.

Behaviour and Unidentified SEND

The school's SENCO may evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. Where necessary, support will be sought from experts and external agencies to help identify and support specific needs. This could include specialist teachers, educational psychologists and medical practitioners. Where needs are identified, we will liaise with agencies and parents to help devise plans that meet the pupil's needs.

Managing Inappropriate Behaviour and Consequences

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:

- ✓ 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
- ✓ seek in-class support from another teacher, Assistant Principal or Principal
- ✓ send the child to another teacher, Assistant Principal or Principal

Managing persistently inappropriate behaviour

Should inappropriate behaviour persist, the class teacher will contact the child's parents in the first instance. 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, an Assistant Principal and/or the Principal. Observations of the child may take place, which may result in a Positive Behaviour Management Plan (PBMP) 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) and Risk Management Plan will be created. The risk management plan will assess and manage the risk posed by a pupil with challenging behaviour. The risk may be to the pupil, other pupils, adults or property.

Any incident is recorded electronically on CPOMS by the adult who witnessed it. This information is shared immediately with the Senior Leadership Team. The Senior Leadership Team can review the child's behaviour record. The whole school CPOMS Behaviour log is monitored and analysed on a half termly basis.

The school works closely with parents/carers and we are always willing to discuss any concerns you may

have. Please speak to your child's class teacher in the first instance, following this you can always speak to a member of the Senior Leadership Team – Mrs G Sykes (Assistant Principal EYFS and Pastoral Support), Mr Rossiter (Assistant Principal Key Stage 1 and Key Stage 2), Miss Kenny (Special Educational Needs Co-ordinator) or Mrs S Wilson (Principal). The school also works closely with other professionals, such as Children's Services, Psychology and Assessment and the service responsible for Looked After Children.

Exceptional Circumstances

There may be occasions where there is no option but to impose a suspension or permanent exclusion. If any children are considered to be at risk of exclusion, a positive behaviour management plan, pastoral support plan and risk management plan will be created by the Senior Leadership Team and the class teacher. These documents will be shared with parents. The purpose of the plan is to support the child in managing their behaviour difficulties positively – which increases their chances to succeed. We want children to thrive in mainstream education wherever possible and understand the negative impact suspension or permanent exclusion can have on a child's life.

Suspension and Permanent Exclusion

Suspensions and permanent exclusions will only be used as a last resort and in accordance with current statutory guidance issued by the Department for Education.

Reasonable Force

In some circumstances, displayed behaviour may be so challenging that reasonable force to restrain may be required to prevent pupils:

- Causing disorder
- Hurting themselves or others
- Damaging property

The needs and vulnerabilities of a pupil will always be considered when deciding whether to use reasonable force. Incidents of physical restraint will:

- Always be used as a last resort
- Be applied using the minimum amount of force for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents/carers

Racist/Homophobic/Sexist Incidents

Racism, homophobia, sexism (and any other anti-inclusion events) will be reported to a member of the senior leadership team. The incident will be investigated and logged on CPOMS. The school's racism log is kept in the Principal's office. The school has a duty to report all incidents of a racist nature to Norfolk County Council on an annual basis.

Bullying

Bullying can be physical, online, verbal or emotional in nature; it will not be tolerated at Nelson Academy.

Any bullying that results in physical or psychological harm will be treated as a serious incident. Staff are expected to be role models in how to interact with peers and will educate pupils on how to respect and care for each other.

Adult Expectations

We work closely with parents and carers of our pupils. However, we will not accept rudeness or a clear lack of respect shown towards our staff. Should the need arise, the school has the right to remind a parent about their conduct – this could either be verbally or within a written letter. In some scenarios, a parent may be banned from entering the school grounds for a period of time. This will be at the discretion of the Principal.

Reviewed by S Wilson (Principal) – September 2026

To be reviewed – September 2027

This policy links to the following:

Nelson Academy Anti-Bullying Policy
EMAT Safeguarding Policy Revised July 2026 inc. Nelson Local Arrangements 2026-202