

Nyland School

Behaviour Policy

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**Introduction**

Nyland School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of Respect, Responsibility and Safety (RRS). This will ensure pupils understand the importance of their own and others’ personal conduct, allows them to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline aligned with our Emotional Quotient Curriculum (EQ). The school has three core values ‘Be Responsible, Be Respectful and Be Safe’ which can be applied to a variety of situations and are taught and modelled explicitly.

**The aim of the policy:**

* To create a culture of exceptionally good behaviour: for learning, for community and for life
* To ensure that all learners are treated fairly, shown respect and to promote good relationships
* To understand the importance of positive relationships
* To help learners take control of their unexpected behaviour and be responsible for the consequences of it
* To ensure safety to all

**Purpose of the policy:**

* To provide, practical procedures for staff and learners that:
* Recognise expected and exceptional behaviours
* Positively reinforce expected behaviours
* Promote self-confidence, self-discipline and self-regulation
* Teach appropriate behaviour strategies through positive interventions

**Our Behaviour Policy is based on our three core values however, we expect staff to demonstrate:**

**Consistent, calm behaviour:**

* Model positive behaviours and build relationships
* Ensure that all negative incidents are challenged, addressed and restored

**Celebration of positive choices:**

* Use a visible recognition mechanism throughout every lesson (e.g. recognition boards)
* Positive noticing of self-regulation
* Positive messages home

**Relentless routines:**

* Plan lessons that engage, appropriately challenge and meet the needs of all learners
* Meet and greet at the door
* See every lesson as a fresh start

**Certainty of restorative consequences:**

* Never ignore or walk past learners who are demonstrating unexpected behaviours
* Refer to ‘Responsible, Respectful, Safe’

**Senior Leaders (SLT)**

In addition to the above, SLT will stand alongside colleagues to support, guide, model and show a unified consistency. SLT will:

* Be a visible presence around the site and especially at transition times
* Celebrate staff, leaders and learners whose effort goes above and beyond expectations
* Regularly share good practice
* Use behaviour data (recorded on Behaviour Watch or CPOMS) to reflect on practice
* Regularly review appropriate provision for pupils that require additional support to work within the parameters of the policy

**Students want adults in the school community to:**

* Give them a ‘fresh start’ every lesson
* Help them learn and feel confident
* Be just and fair
* Have a sense of humour

**Recognition and rewards for effort**

We recognise and reward learners who go ‘over and above’ our expected standards. Our staff understand that at Nyland School we recognise that the use of praise in developing a positive

atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is ‘over and above’. Other rewards and recognition of achievement include: receiving class star of the week, or the star of the school (awarded by SLT); the chosen pupil will attend “Hot Chocolate Friday” which is sharing a hot chocolate and a chat with the Head Teacher or a member of SLT.

**Managing Behaviour**

Self-regulation and being ready to learn is always our primary aim at Nyland School. For the majority of our learners, a gentle reminder is all that is needed, although there are some occasions when it is necessary for a child to receive additional support away from the primary learning environment. Moreover, this is carried out with care and consideration, taking individual needs into account where necessary.

**Practical steps in managing and modifying unexpected behaviour**

Pupils are held responsible for their unexpected behaviour. Staff will address unexpected behaviour in a collegiate and consistent manner. Staff will apply the practical steps for managing unexpected behaviour. It is the aim that pupils should be kept at steps 1 and 2 for as long as appropriate.

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| **Practical steps in managing and modifying unexpected behaviour** |
| 1) Redirect & Remind | A reminder of our three values: Responsible, Respectful, Safe, delivered personally where possible (repeat reminders if necessary) Gentle encouragement: support to make the right choicesDe-escalate and co-regulate where reasonable and possiblePraise will be given if the learner is able to model expected behaviour as a result of the reminder |
| 2) Reminder | Clear verbal advice, delivered 1-1 wherever possible, making the pupil aware of their unexpected behaviourClearly outline the consequences of the unexpected behaviourPupils will be reminded of their previous good conduct to remind them that they can make good choices |
| 3) Last Chance (5 minutes after class for restorative conversation/10 minutes in reflection time) | Speak to the pupil 1-1 and give them a final opportunity to engage and demonstrate the expected behaviour *Use the 30 second scripted intervention, some examples are:** I have noticed that you are... (e.g continuing to not follow expectations, having trouble getting started, wandering around etc.) right now
* At Nyland, it is expected that we… (refer to the 3 school values – RRS)
* Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
* See me for 5 minutes after class/during break
* Do you remember yesterday/last week when you...
* That is who I need to see today...
* Thank you for listening... then give the child some ‘take up’ time. If the warning is not heeded and the behaviour continues this must be recorded on Behaviour Watch

At this point the pupil will be informed that they will receive a consequence for their unexpected behaviour, and this will be during the next available break or in reflection time. Pupils will be expected to complete a restorative and reflective dialogue.  |
| 4) Time out/Timer | Timeout – facilitated in another learning space or with an available adultTime is provided to support the pupil to co-regulate/self-regulate and reflect on the situation from a different perspectiveReturn to learning will only be considered once a three-minute timer has been completed |
| 5) Repair Restorative Conversation | Support from another member of staff: if another adult is requested for a change of face this will be to support the pupil and restorative will need be carried out by initial team/adult working with that pupil Five questions are usually enough from the following: * What happened?
* What were you thinking at the time?
* What have you thought since?
* How did this make people feel?
* Who has been affected?
* How have they been affected?
* How can you repair (e.g relationships, damage)
* What could you do differently in the future? (Be mindful of previous unsuccessful strategies – refer to handling plans)

To help those harmed by others’ actions:* What did you think when you realised what had happened?
* What have your thoughts been since?
* How has this affected you and others?
* What had been the hardest thing for you?
* What do you need to do to make things right?

When work has been missed, catch up needs to be facilitated in school or sent home to be completed with the support of parents. |
| 6) Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Exclusion | If a child needs physical intervention to address unexpected behaviour – parents must be informed and logged on Behaviour Watch. Please refer to the Nyland School Positive Handling Policy.If a child has four or more physical interventions in a week or demonstrated serious unexpected behaviour requiring a meeting with SLT, parents/carers and any appropriate professionals will be arranged. Cases of serious unexpected behaviour could lead to a fixed term exclusion. |

**Serious incidents**

All serious incidents must be referred to the Headteacher or a member of SLT. Incidents could include:

* Fighting
* All forms of bullying
* Racist, sexist or homophobic comments
* Physically hurting other pupils or adults intentionally

**Suspension and Exclusion**

**Suspension**

Nyland school believes that, in general, suspensions are not an effective means of managing unexpected behaviour. However, for pupils to achieve their maximum academic potential they must feel safe from physical and verbal aggression and disruption. If a pupil seriously breaches the school’s behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following suspension the pupil and parents meet the Headteacher or Deputy Headteacher to discuss the pupil’s reintegration to school and the best way forward to support the child.

**Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations [School suspensions and permanent exclusions - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-exclusion)). The governors of Nyland School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

**Restorative Practice**

Nyland advocates Restorative Practice to promote expected behaviour and resolve unexpected behaviour in a fair and consistent way. Every effort will be made to maintain safety and retain all pupils’ access to learning. Efforts will be made to establish the cause of a situation and consequences applied in a timely manner. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. ‘Restorative Practices’ in Schools’ are about:

• maintaining a safe school

• changing behaviour and applying appropriate consequences

• adults modelling restorative approaches

• finding ways to restore

**Peer on Peer Abuse**

Peer-on-peer abuse encompasses physical, sexual, emotional, and financial abuse, as well as coercive control, occurring between children in various relationships, including intimate, non-intimate, friendships, and broader peer groups. Online peer-on-peer abuse specifically involves digital elements such as sexting, online coercion, peer grooming, threatening language, the distribution of sexualized content, and harassment.

Vulnerabilities:

As a school we will recognise any child can be vulnerable to peer on peer abuse including:

* Individual and situation factors can increase a child’s vulnerabilities to abuse by their peers such as the sharing of an image or photograph
* Children who are socially isolated from their peers
* Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse
* Children with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs
* Children with Special Educational Needs and/or Disabilities (SEND)

Determining whether an incident should be classified as abuse rather than bullying or sexual experimentation involves professional judgment. Key factors that may indicate abusive behaviour include a significant power imbalance (e.g., age or size differences), repeated harmful actions by the perpetrator, or concerns about the perpetrator’s intent. If there is evidence suggesting the intent to cause severe harm, it should be considered abuse regardless of the actual harm caused.

**Physical Intervention**

At Nyland, the majority of our staff are trained in Team Teach. This intervention is designed to support staff to calm pupils and de-escalate difficult situations. It also trains staff to intervene to support pupils safely if it is reasonable, proportionate and necessary. This would only be done for safety reasons and for the shortest time possible. Staff will intervene physically to support pupils in order to prevent injury, damage or minimize risk. Should this occasion arise pupils and staff will be given time to reflect on and restore any incidents. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. Please refer to the Positive Handling Policy.



**APPENDIX 1**

**Definitions used and understood by Nyland Staff**

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| **Seclusion/Isolation (Isolation is used interchangeably in DFE and OFTSED documents)** | Forcing a person to spend time alone for safety reasons. The student will be actively supported, monitored and supervised. |
| **Withdrawal** | Removing, sometimes forcibly a pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. |
| **Time out** | Allowing a person some time and space to calm down in a space where they present low risk and can be actively supported, monitored and supervised |
| **Behaviour** | An observable communication of need |
| **Behaviour that are challenging** | It is now understood that behaviour that challenges is not seen as a diagnosis but is regarded as something which sets out to serve a purpose, usually that the child has a need that is unmet.Behaviour is identified as challenging if it poses risk of harm to the child or to others and/or if leads to the child’s quality of life being reduced. |
| **Physical Intervention** | The term 'physical interventions' refers to *'any method of responding to challenging behaviour which involves some degree of direct physical force to limit or restrict movement or mobility'*Harris et al, 2008 |
| **Reasonable Force** | There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intending to prevent. |
| **Adverse Childhood Experiences (ACE’s)** | Increased knowledge of the child’s traumatic history support intervention’s thatpromote prevention of long term effects, |