



# Behaviour and Attitudes Policy

<b>Approved by:</b>	The IEB		
<b>Responsible department:</b>	Leadership team		
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<b>Next review due:</b>	Autumn term 2025		

The school's positive behaviour policy applies to all pupils when they are on school premises or in the care of the school, or otherwise representing the school.

The aim of this policy is to promote a positive attitude to behaviour and to ensure that children, staff and parents feel that Nields provides a safe, happy environment where they can learn and feel they are treated fairly.

**At Nields, we believe that everyone has 3 core rights, and we strive to uphold them for ourselves and each other.**

- ② **The right to be safe.**
- ② **The right to be happy.**
- ② **The right to learn and succeed.**

### **Aims**

- ② To create a whole school, consistent, approach to maintain high standards of behaviour that reflects the values of our school.
- ② To create a positive culture where every member of the school community feels valued and respected, and for all people to be treated fairly.
- ② Provide an environment within which everyone feels safe, and which enables everyone to learn effectively.
- ② Raise awareness amongst children of the need to recognise and manage their emotions and reactions.
- ② Support children whose behaviour within the school environment is challenging or who may find friendships and co-operation difficult.
- ② To promote the use of positive behaviour and the use of restorative practice to enable the children to work together to resolve any issues that may arise with the support of an adult.
- ② To reward good behaviour and for exemplary behaviour to be the expectation throughout school.
- ② Misbehaviour will be challenged, and time will be given to enable the child/ children to make good choices and rectify their behaviour in line with the school rules. If they fail to do so, consequences and sanctions will be applied in line with our behaviour flow chart.

### **Implementation**

The school rules and the flow chart of behaviour will be clearly displayed in each classroom and referred to throughout the day to ensure every member of the school community has a secure knowledge of the school rules.

Every classroom has a recognition/Good to be Green board. Children going 'above and beyond' with their work, attitude, work towards our values... will have their name added to this board. This enables the class to celebrate excellent behaviour across the whole group. Children will be given

house points for excellent behaviour and staff will call home to celebrate outstanding behaviour and achievements with parents/carers.

Anyone making the wrong choices will follow the steps of our flow chart for behavior:

- 1) Positive reinforcement of the school rules (Praise in Public/ house points given for good behaviour)
- 2) Class reminder of school rules
- 3) Personal reminder of school rules (Reprimand in Private)
- 4) Official verbal warning (stop and think card)
- 5) Amber card
- 6) Red card

Any violent, aggressive behaviour; inappropriate language including swearing, homophobic and racist language; and any non-compliance which puts the child at risk (such as leaving the school grounds) is an immediate red card. Some children may have a bespoke behaviour plan.

### **Consequences**

Amber card = Key stage leader checks in with the child

1x red card = Missed lunch time- Headteacher's office

2x red cards = provision meeting with related staff

3x red cards = 1 day seclusion with key stage leader, parent meeting, support plan

6x red cards = 1 day seclusion with headteacher, parent meeting, consequence plan

9x red cards = fixed term exclusion

Fresh start for each half term.

### **Impact**

School will be a safe happy environment for children to play and learn.

Behaviour will improve and there will be less disruption to daily routines and learning.

Staff and children have clear steps to follow.

Children will be rewarded for good behaviour and be aware of the consequences and sanctions for not upholding the school rules.

All members of the school community will know what is expected of them and follow the school rules.

Through the use of restorative practice, children will become more resilient and have the ability to find solutions to problems when they arise and before they escalate into issues that may result in receiving a consequence.

Parents will be involved quickly so they can support their child in following the school rules, and support will be offered to families if needed.

As amber and red cards are now recorded on the behaviour log it will be easy for SLT to have a clear view of behaviour across school and monitor the children that are struggling with their behaviour.

This may need the support of SENCO or other outside agencies.