



## Our Behaviour Policy

### Communicating Intent

- The school's behaviour policy was adopted by the Governing body in 2003 and is regularly updated and reviewed in line with all other school policies on an annual basis. The inclusion of the Rights Respecting UNICEF element was considered and adopted by the Governing Body in 2009.
- The school has and will ensure that all parents and stakeholders are informed of the behaviour policy by communicating it through the school prospectus, home-school agreements, parent meetings and any other normally used channels.
- The school communicates its behaviour/RR policy to all new students via school charters and expectations, school assemblies and within the curriculum when relevant.
- The school will seek to ensure that the policy and ethos enshrined within it are accessible to all by providing this in a variety of formats when required.
- The school has communicated the policy to staff via the provision of copies and staff training/discussion.

### A Rights Respecting School – culture and ethos

- The school is a recognised "Rights Respecting School" in line with the guidelines set out by UNICEF. It believes in the fundamental principles set out by the UNCRC and recognises that it is everyone's responsibility within a learning community to act in an acceptable manner to allow everyone within that community to have a right to an education.
- In order for the Rights Respecting agenda to be successful within our school we need to influence and educate our community in its widest form. In order to do this we will do the following:

Educate our community to respect the rights of others – this will be done formally within the first half term in order to make clear to pupils their rights and responsibilities. Many other occasions throughout the year will be used to reiterate this message.

Put into place effective procedures for tackling and preventing all rights infringements

Ensure that there are opportunities and that staff and students **possess** the knowledge to be able to challenge inequality and injustice.

Ensure that the physical environment of the school reflects our commitment to implementing the UNCRC and wider principles of global justice and environmental sustainability.

Actively involve pupils in negotiating and agreeing codes of behaviour (class charters) for their classrooms.

Create an environment in which students feel valued and listened to, and that differences are valued and respected.

Students report they have a significant voice in different aspects of the running of the school.

Adults ensure that pupils are supported in having a voice.

Enable pupils to take action in local, national and global issues to support the rights of others.

### **Acceptable and unacceptable behaviour**

The school defines acceptable behaviour as that which promotes courtesy, consideration and respect from all pupils and staff in terms of their relationships with all in school and from outside.

The school defines unacceptable behaviour as that which stops learning, infringes anyone's human rights. This includes name calling bullying of any type including cyber bullying, harassment and any anti social behaviour.

### **Rewards and Sanctions**

The school will promote good behaviour by pupils through a consistent system of recognition and reward from a variety of sources. This will include the use of:

Praise and positive feedback  
Team points and awards  
Letters to parents/carers  
Extension of school privileges.

The school will deal with unacceptable behaviour by pupils through a consistent system which encourages children to recognise and be responsible for the consequences of their own actions and looks to build on existing relationships.

At Nettlesworth we do not have a one size fits all system. We will always endeavour to treat each individual and each incident fairly and consistently.

### **Recording Information**

All staff are aware of the following points and pass this data onto the relevant person/people.

In the event of the issue being a child protection matter.  
There has been any type of abuse or bullying.

The school will ensure it employs a variety of behaviour management strategies in order to ensure that there is appropriate intervention in place for pupils.  
Fixed term or permanent exclusions are always a form of last resort and will only be employed when all other possible strategies have been exhausted.

The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination guidelines and the schools statutory duties in respect of SEND, disability, race and gender equality.

Reviewed: March 2021

Head Teacher: Donna Lee

Chair of Governors: Aaron O’Roarty