

Positive Behaviour Policy



NANSTALLON SCHOOL



NANSTALLON VISION:

Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.

Written by	B Stephenson
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Date for Review	Summer 2021
Signed Chair of Governors	(Sheena Morton)

This policy is aligned to the vision, motto, aims and values of Nanstallon School

This policy complies with the Teachers' Standards

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Adapt teaching to respond to the strengths and needs of all pupils
4. Manage behaviour effectively to ensure a good and safe learning environment

Our school values, social and *QI skills are at the core of the approach to promote positive behaviour. They are underpinned in all aspects of school:

- To ensure safety and security of all children
- To allow all children to access all learning – *Human Rights Act: children have a right to an education, leisure, culture and the arts*
- To maintain consistency of excellent behaviour within school
- To ensure inclusion within the learning environment
- To develop a moral sense; behave towards others with consideration and respect; take responsibility for their actions

Nanstallon School has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

SCHOOL VALUES

Unity

Courage

Equality and Inclusion

Collective Responsibility

Work Ethic

***QI skills**

In line with our school motto 'preparing for life', the following 7 *QI skills form part of the learning language in our school.

ME – Self-management skills that include self-awareness, self-regulation, self-control, attention, focus. Also, decision-making skills which allow us to manage, regulate, and control our emotions and behaviour.

WE – These are the people skills that allow us to understand, share and “play well” with others, including the language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration and teamwork.

WHY – Skills that include questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.

WILL – Self-motivation and drive define these critically important skills, including a can-do attitude, conscientiousness, determination, gumption, persistence, perseverance, and focus put into action.

WIGGLE – Physical and intellectual restlessness make up the WIGGLE skills that play a key role in putting WHY and WILL into action. We recognise that children need to move and interact in order to learn well.

WOBBLE – Skills that allow for, build and foster agility, adaptability, resilience, and confer the ability to face, overcome, and learn from failure.

WHAT IF? – Encompassing curiosity, imagination, and creativity, these are the skills that ultimately allow us to understand not just how the world is, but envision how it could be.

**Dr Laura Jana - paediatrician, educator, author and health communicator*

Assembly themes teach and reinforce the values and QI skills. School assemblies encompass our identity and we reflect this through our sayings and the songs we sing.

Each assembly commences with a reminder of our values, the children join together in a call and response of three sayings. The first recognises that as humans we can sometimes fall short but that we can always make amends; the second reminds us that we must make the most of every moment and opportunity; and the third expresses that every one of us should have a dream and the self-belief to achieve it.

Each assembly ends with a reflection by philosopher, John Muir. He reminds us that our bond with nature is unbreakable and that we can all take solace in the natural world around us.

CODE OF CONDUCT

- Be polite and respectful to people, property and the world around us
- In both learning and playing try to achieve your personal best and be confident
- Be thoughtful and fair when playing games together to make everybody feel safe and happy
- Encourage each other in our learning

CLASS CHARTER

- Each class will create their own classroom charter using the code of conduct as guidance
- These will be written in age appropriate language and demonstrate how the class agrees to conduct themselves in the classroom environment, hall and grounds
- The charter will be reviewed regularly

TALK RULES

- Each class will create their own set of talk rules based on these principles:
 - Co-operation
 - Listening
 - Respect opinions, ideas and misconceptions
 - Equality and inclusion
 - Developing courage and confidence
 - Collective Responsibility

CLASS AMBASSADORS

- Every teacher will train their pupils to be class ambassadors that welcome visitors to their classroom in order to develop:
 - Collective responsibility
 - Courage and confidence
 - Equality and inclusion
 - Excellent manners

PRAISE

The main focus of the Behaviour Policy is praising and recognising positive behaviour. Children living out the code of conduct demonstrate their own achievements for their own wellbeing and this is reinforced by all adults through:

- Praise and encouragement
- Sharing and showing good learning
- Feedback of learning
- Improvement in behaviour or learning
- Notable acts of kindness or consistency in upholding the school values
- Class learning or home learning
- Recognition of working towards or achieving a target

Classes may choose to work towards rewards/milestones for collectively making their class a harmonious learning environment, showing effort and hard work and developing collaboration.

All children are assigned to a school team. Team points are additionally used for team competitions and events in school.

A Headteacher Letter of Commendation are sent home to recognise consistent and persistent effort and hard work.

End of year medals are awarded for living out the school values.

SANCTIONS

Children are expected to learn that there are consequences for unacceptable and inappropriate behaviour. All children know that each new day is a 'fresh start'.

Consequences will be clearly explained to all pupils and referred to when dealing with such incidents.

The adult will clearly explain the following to the child:

1. What inappropriate behaviour they are displaying
2. What the sanction will be if they continue, and what choices they have
3. Help them to make sensible choices to stop the inappropriate behaviour

The following system is in place to address inappropriate behaviour:

Stage 1: VERBAL WARNING

The child is warned that inappropriate behaviour is not acceptable and why. The child is helped to recognise the good choices they could make.

Stage 2: LOSS OF 5 MINUTES OF PLAYTIME

Continued inappropriate behaviour is not acceptable and therefore children lose 5 minutes of PLAYTIME.

Children are helped to recognise the good choices they could make.

Stage 3: TIME OUT IN ANOTHER CLASSROOM / LOSS OF BREAK(S)

If the behaviour still continues the child will be asked to leave the class and join another class to complete work. They will also focus on identifying good behaviour to report back to their class teacher.

Parents will be informed by the class teacher and the Headteacher will talk to the child(ren) concerned about their behaviour.

Where behaviours at this level are clearly a concern the antecedent and behaviour should be recorded on MyConcern to ensure it forms part of any pertinent chronology related to safeguarding.

In some circumstances where a learning behaviour plan is in place, a record of the incident will be made on an ABC incident sheet/behaviour log and will receive social and emotional support.

EACH MORNING OR AFTERNOON STARTS AFRESH.

Other sanctions (particularly where there are issues relating to the potential safety of the child or other children), may include the child being excluded from a school event or educational visit particularly following a spell of persistent poor behaviour. (This will be based upon a risk assessment).

More serious incidents of inappropriate behaviour may lead to children being moved through the stages without being on a prior stage. Examples of this type of behaviour may include: fighting, bullying, deliberate damage of property, theft, persistent uncooperative behaviour in class or on the playground, offensive behaviour, or racist remarks.

PASTORAL SUPPORT PROGRAMME

Some pupils' needs will not be met by the regularly classroom charter rules, rewards and sanctions.

These are children who have additional needs for behaviour.

The background to a pupils' disruptive behaviour should be thoroughly investigated.

Teachers will, with support from the SENCo/PSA, contact parents to raise concerns about their child's behaviour in school.

Parents have a right to know at the earliest opportunity.

The pupil will be placed on a Pastoral Support Programme with personalised strategies and targets. This will be reviewed regularly.

Exclusion:

Fixed term and Permanent Exclusions

The school adopts a policy of inclusive education.

If children are considered to be in danger because of the actions of a child, or their education is being unacceptably disrupted then such actions will be regrettably taken.

We reserve the right to exclude for a fixed period for acts of:

- Physical aggression
- Serious verbal abuse
- Bringing harmful substances/objects on the premises
- Serious acts of vandalism and stealing
- Racial abuse
- Sexual misconduct
- Persistent disruptive behaviour.
- Extreme acts of physical aggression against other children or adults may be subject to permanent exclusion.

The governors must make sure the school is a safe place for all adults and children.

Further Information:

- All adults in this school are expected to adhere to this policy.
- All classrooms have a display showing clearly the code of conduct, school values, classroom charter / rules.
- Any complaints relating to the behaviour policy should follow the school complaints procedure.