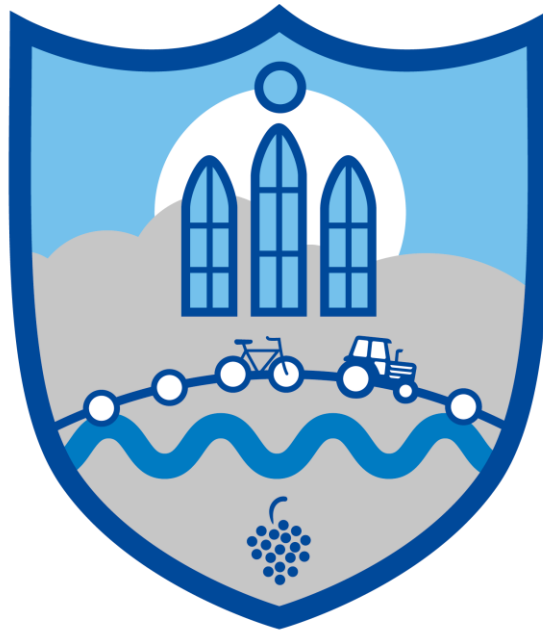


Positive Behaviour for Learning Policy



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.

Ratified & Reviewed by Nanstallon Governing Board	September 2022
Date for Review	Summer 2023
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 vision, ethos of child-centred education and care aligned with our values and *QI skills are at the core of our approach to promote and develop 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 respectful behaviour within school
- To ensure inclusion within the learning environment
- To develop a moral sense; behave towards others with care, 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).

ETHOS & MOTTO

The Circle of Courage model: Belonging, Generosity, Independence and Mastery are central to our inclusive ethos.

Our motto, Ad Vitam Paramus – means preparing for Life. We aim to build a culture of life skills that weave throughout our immersive curriculum.

SCHOOL VALUES

Unity

Courage

Equality and Inclusion

Collective Responsibility

Work Ethic

***QI SKILLS**

In line with our school motto, 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 our values and QI skills. School assemblies encompass our identity and we reflect this through our shared 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 never lose the ‘what if?’ skill of creativity, imagining how things could be and possessing the self-belief to achieve.

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.

CONDUCT EXPECTATION AGREEMENT

The basic principles of conduct in and around the buildings and site are:

- 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 play and learning

Each class will use the QI skills as part of their collaborative classroom decision making meetings to agree supportive approaches to conduct.

ORACY

Through collaborative classroom decision making meetings, each class will agree their own set of talk/discussion/communication expectations based on these principles:

- Listening

- Respecting opinions, ideas and misconceptions
- Agreeing and building on the ideas and opinions of others
- Respectfully challenging the ideas and opinions of others
- Equality and inclusion
- Developing courage and confidence
- Collective Responsibility

CLASS AMBASSADORS

- Through effective modelling and collaboration, children in every class will represent their class as ambassadors to, for example: welcome visitors to their classroom; speak on behalf of their class so that they develop:
 - Collective responsibility
 - Courage and confidence
 - Belonging and contribution
 - Equality and inclusion
 - Excellent manners
 - Positive body language

PRAISE

We actively recognise positive behaviour to build self-esteem, self-awareness, participation, connectedness, perspective taking, empathy, resilience, perseverance, gumption, courage, commitment, care and collaboration. This is reinforced by the community through:

- Praise and encouragement
- Sharing and showing good learning
- Feedback of learning
- Improvement of conduct 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 goal or aim
- Generosity and positive contributions

Learning itself is a reward and this is implicit within the 7 QI skills. In addition to positive feedback and praise the following may be used as and when:

- 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 used for team competitions and events in school;

- The Headteacher may send home Letters of Commendation and discreetly award Gold Awards.

RESTORATION

Children are expected to learn that there is a cause and effect for the behaviours we communicate. All children know that each new day is a 'fresh start'.

We are advocates of Restorative Practice.

The 5 principles of Restorative Practice are:

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say.
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour.
3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

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

EACH MORNING OR AFTERNOON STARTS AFRESH

Where there are issues relating to the potential safety of the child or other children, a risk assessment will be made with pupil and family.

More serious incidents of inappropriate behaviour such as: fighting, bullying, deliberate damage of property, theft, offensive behaviour, or racist remarks will be recorded and a risk assessment and individual plan of support will be put in place with support of trusted and trauma trained adults.

PASTORAL SUPPORT PROGRAMME

Some pupils' needs will not be met by the classroom charter and expectations.

The background to a pupils' dysregulated behaviour will be thoroughly investigated.

Teachers will, with support from the SENDCo/PSA, contact parents to raise concerns about behaviours that are presented in school.

Parents have a right to know at the earliest opportunity.

The pupil will be placed on a Pastoral Support Programme with bespoke support. This will be reviewed regularly.

Exclusion:

Fixed Term and Permanent Exclusions

The school adopts a policy of inclusive education and restorative practice.

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 could be regrettably taken.

We reserve the right to exclude as a last resort 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
- Extreme acts of physical aggression against other children or adults may be subject to permanent exclusion

The governors have a statutory duty to ensure 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 visibly reference the QI SKILLS.
- Any complaints relating to the behaviour policy should follow the school complaints procedure.