

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	February 2026
Date for Review	Summer 2027
Signed Chair of Governors	(Sylvia Oaten)

[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.

At Nanstallon, behaviour is understood as a form of communication and is inseparable from learning. Positive behaviour is supported through inclusive classroom practice, predictable routines and adaptive teaching that enables all pupils to access learning and experience success. Where pupils feel safe, regulated and confident in their learning, positive behaviour follows.

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;
- 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.

Classroom Practice & Teacher Responsibilities

Teachers adapt learning to respond to pupils' individual needs, recognising that difficulties with behaviour may arise when foundational knowledge is insecure or learning demands exceed a pupil's current capacity.

Adaptive teaching strategies include clear modelling, scaffolded support, opportunities for movement, sensory regulation and timely retrieval of prior learning.

These adaptations are used to support engagement, independence and success, not to lower expectations.

Equality and Access for all

For pupils with SEND or additional needs, reasonable adjustments are made proactively to the learning environment, curriculum delivery and expectations for regulation.

These adjustments are planned, reviewed and refined to ensure pupils can access learning alongside their peers and develop increasing independence over time.

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; take a lead role in assembly, so that they develop:

- Collective responsibility
- Courage and confidence

- Belonging and contribution
- Equality and inclusion
- Excellent manners
- Positive body language

POSITIVE RECOGNITION

Positive recognition at Nanstallon focuses on effort, improvement, self-regulation and application of learning, rather than compliance or comparison.

Recognition reinforces internal motivation and pride in learning, supporting pupils to understand the impact of their choices on themselves and others.

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.

All staff use Restorative Practice questions with children to resolve conflict:

- Tell me what happened.
- How do you feel about it?
- Who was affected?
- How have they / you been affected?
- What needs to happen next to make things right?
- What can we do to avoid this happening again?

Restorative conversations support pupils to reconnect with learning as well as relationships, helping them identify what they need in order to re-engage successfully and apply learning expectations moving forward.

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

These will be recorded on MyConcern and a risk assessment and individual plan of support will be put in place with support of trusted and trauma/Thrive 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 / Mental Health Lead,

- 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.

Before any decision to exclude a pupil is taken, the school will always consider:

- Whether a risk assessment indicates the pupil or others are at greater risk inside or outside school.
- Whether external factors (e.g., home instability, trauma, safeguarding vulnerabilities) may be influencing the child's behaviour.
- The availability and suitability of alternative responses, such as internal suspension, pastoral support programmes, or off-site direction.
- Whether the incident involved special educational needs or disability, and what Monitoring will consider:
 - pupils' ability to engage and sustain focus in learning
 - consistency of application of foundational knowledge
 - reduction in behaviour linked to learning frustration
 - pupil voice regarding safety, belonging and confidence
 - reasonable adjustments were or could be made.

Permanent exclusion for serious incidents such as bringing weapons or drugs to school will only be used after assessing all contextual factors. The school does not operate a zero-tolerance policy; each case is considered individually and proportionately.

The governors have a statutory duty to ensure the school is a safe place for all adults and children.

This approach is compliant with the DfE's statutory guidance on Suspension and Permanent Exclusion (2023), and supports our duty under the Equality Act 2010 and SEND Code of Practice.

Behaviour Restoration and Re-Entry after Exclusion or Internal Support

Following a suspension, exclusion, or extended pastoral support intervention, the school will use re-integration tools aligned with QI skill development, such as:

- QI-based Reflection Journals: structured tools to help children reflect on what happened, what was going on internally, and what they could do differently next time.
- Restorative re-entry circles or partner check-ins.
- A short presentation, drawing, or model explaining how they plan to meet future needs differently.

These tools aim to reframe behaviour as a skill that can be learned, supported, and celebrated over time.

Learning Behaviour Expectations during collaborative learning

As an essential part of our pedagogical model, expectations for behaviour during these sessions reflect the school's high aspirations for creativity, self-regulation and collaboration. All pupils are expected to:

- Demonstrate perseverance, independence and responsible risk-taking.
- Respect others' ideas, materials and space during project work.
- Reflect on their own and others' contributions using QI skill language (e.g., "I showed WHY because I asked great questions").
- Participate equitably and positively, ensuring access for all.

Monitoring and Reviewing Behaviour Policy Impact

Monitoring will consider:

- pupils' ability to engage and sustain focus in learning
- consistency of application of foundational knowledge
- reduction in behaviour linked to learning frustration
- pupil voice regarding safety, belonging and confidence

Behavioural data and pupil voice will be reviewed termly to assess:

- Engagement and conduct during collaborative project management in KS2 and pupil led learning choices in EYFS and KS1.
- Equity of participation and support needs.
- Trends in exclusion or intervention.
- Impact of portfolio use on pupil self-regulation and QI language development.

Outcomes will inform any adjustments to whole-school strategy, class charters, and pastoral systems.

Closing Statement:

This policy works in partnership with the school's curriculum, SEND and safeguarding policies. Together, they reflect Nanstallon's commitment to inclusion, adaptive teaching and securing strong foundations for learning, wellbeing and life beyond school.

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.