



## Positive Behaviour Policy

Date last reviewed: April 2024

Reviewed by: *Patrick.*

Date for next review: April 2026



# Saint Nathaniel's Academy



As a Church of England Academy we will follow the guidelines set out below in line with being resilient, compassionate and respectful as we follow our ethos 'With God all things are possible'.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we, as teachers, can assist children to manage their behaviour more effectively.
- Having good behaviour is a life-long skill which helps children to be and to become good citizens in society.

## POSITIVE BEHAVIOUR POLICY

### 1. INTRODUCTION

#### Our Vision

At Saint Nathaniel's Academy we aim to serve our community by providing education of the highest quality, encouraging an understanding of the meaning and significance of faith and promoting Christian values. We are ambitious for our pupils, wanting all of our pupils to achieve to the best of their abilities, realise their true potential and achieve their goals. Jesus said, "With God all things are possible." Matthew 19 v 26.

**This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). In addition to the contents of this Positive Behaviour Policy, reference should also be made to the Aims and Values of the Academy and Teachers' Standards (DfE, May 2012).**

### 2. STRONG SCHOOL LEADERSHIP

We believe that "Leadership is a choice and not a position". This mantra underpins everything that we do. With this in mind, we expect all adults to abide by the above Academy Vision.

**At Saint Nathaniel's Academy, we know that it is essential that we have clear rules which allow all children to be successful learners; to ensure that they feel safe and are able to work in a calm environment where mutual respect is fostered.**

We have 6 very simple rules which we expect everyone to follow at school, copies of which are prominently displayed in classrooms and around the school.

#### 6 GOLDEN RULES

- We are gentle.**
- We are kind and helpful.**
- We listen.**
- We are honest.**
- We work hard.**
- We look after property.**

*'With God all things are possible'* Matthew 19:26



# Saint Nathaniel's Academy



We expect all children and adults to be treated with respect and consideration. We expect all children to act sensibly and in a safe, responsible manner.

In order that children are safe and avoid injuries, we also ask that:

- children are not allowed to climb on trees, fences or any part of the buildings.
- children should keep to the paths on their way to and from school. **They must not walk across the staff car park.**
- children should not wear jewellery in school. Stud earrings are acceptable although these must be removed for P.E. and games.
- the school will not accept any responsibility for items lost or stolen following any contravention of this rule.
- ball games can only be played in designated areas at playtimes and at extra-curricular clubs and **not before or after school.**
- children must not use play apparatus at anytime unless supervised by a member of staff.

### 3. CLASSROOM MANAGEMENT

In classes staff will undertake to:

- create a calm and purposeful classroom atmosphere
- be well organised
- be constructive and positive, rewarding good behaviour
- be clear about and reward our 'Expected Behaviours for Learning' by identifying star learners every day
- be specific about what is expected and what is unacceptable
- deal **fairly but effectively** with unacceptable behaviour, remembering that it is not the child that is disliked but a particular action
- avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances
- inform parents of any problems where appropriate
- set an example to the children in all matters.

### 4. REWARDS AND SANCTIONS

Children, like adults, feel more comfortable in an environment where they are regularly encouraged and their different strengths recognised. We actively work to spot children doing the right thing and our school system supports us fostering a positive environment for learning. 'If a child lives with encouragement he / she learns confidence' Our behaviour tracking system is focusing on the best behaviour as we take seriously the need for children to learn how to behave appropriately in a positive climate.

Good behaviour and work is rewarded in many different ways.

- Star learners identified at the end of lessons
- Work displayed on the class masterpiece wall
- Celebration worship on a Friday

*'With God all things are possible'* Matthew 19:26



# Saint Nathaniel's Academy



- Dojo messages home to celebrate with parents their child's achievements

The key to a successful system is not so much the different rewards in use but rather that children are made to feel special when they have done their best. This is the underlying principle.

In **exceptional circumstances** and if a child's poor behaviour is preventing other children from learning- the Principal retains the power to exclude a pupil from the school (whether by suspension, expulsion or otherwise). This is in line with sections 6 and 7 of the Education Act 1997.

(see our Exclusion Policy)

## 5. BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

### How it works?

All classes from Reception to Year 6 have a chart which includes every child's name – we call this our 'Recognition board'. Each week we have a whole school or whole class behaviour focus which children want to get spotted keeping to ie: being kind, being respectful to others, being positive learners. If children are spotted showing this behaviour, teachers will put the child's name onto the class recognition board.

### What happens if the whole class are on the recognition board?

Our target is for each class to have every child's name on their class recognition board by Friday each week. When a whole class achieves the behaviour target, children are rewarded with a class Recognition Board 'success token' which will appear on their classroom door. This is celebrated during Friday celebration worship. When a class has earned five of these 'success tokens' then the class will receive a class treat e.g a class party, movie and popcorn, slime workshop

Celebrating children individually is also important and at Saint Nathaniel's we use an electronic point scheme called Class Dojo. Teachers award individual pupils with Class Dojo's using the following categories as a guide;

- Star Learner – 5 dojos
- Sports Superstar – 5 dojos
- Kindness Champion – 5 dojos
- Star home reader – 2 dojos
- Keeping the golden rules – 2 dojos
- Great Learning Effort – 2 dojos

As children's Class Dojo's points build children can also earn Class Dojo awards including a Bronze award when they reach 150 points, a Silver award when they reach 300 points, a Gold award when they reach 450 points, a Platinum award when they reach 600 points and finally a Dojo Master award if they reach 750 points.

*'With God all things are possible'* Matthew 19:26



# Saint Nathaniel's Academy



## **What happens if a child is struggling to follow the school rules?**

On a day to day basis adults in school will use 'restorative conversations' with children to help them make good/better behaviour choices. We may ask children to have some time out during break or lunchtimes to reflect on behaviour too.

Children whose behaviour is disrupting their own or others learning may need additional support. This is done in a number of ways.

- After school detention
- Time working away from their own class
- Principal report
- In the most extreme of circumstances, a child may be given a fixed term exclusion.

We will always have conversations with parents/carers so that we can work together to support children in their behaviour choices and recognise how changes will establish better learning.

## **THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS**

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property.

Wherever possible, this will be a 'Positive Handling' trained member of staff. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). If such a situation arises the Principal will record the details and inform the parents. In using reasonable force, staff are always mindful that they are not acting out of anger, frustration or to punish the pupil. Specific guidelines have been approved by Governors. Reference should also be made to "Ensuring Good Behaviour in Schools" (DfE, 2012). This advice summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

## **6. STAFF DEVELOPMENT AND SUPPORT**

Students and new members of staff have an induction session and are given a copy of the Staff Handbook which sets out expectations, routines and practices. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. Reading suggestions are 'When the Adults Change, Everything Changes' by Paul Dix. This book outlines the positive attitude toward supporting children and managing behaviour within the primary school and Charlie Taylor's 'Getting the Simple Things Right' (DfE, 2011) which is a behaviour checklist providing approaches to managing behaviour.

## **7. PUPIL SUPPORT SYSTEMS**

All pupils are encouraged to talk to staff about any concerns they may have. These concerns are recorded on the CPOMS system and are dealt with in line with the School



# Saint Nathaniel's Academy



Safeguarding Policy. Weekly PSHE lessons are an opportunity for the class to discuss any concerns with their class teacher

## **BULLYING**

'Bullying' is defined as direct or indirect physical, verbal or emotional dominance of one pupil by another, or a group of others which has happened several times. We are conscious of the pain and distress which can be caused by all types of bullying. Occasionally children keep this pain to themselves which means that staff are not able to deal with it. We rely on parents and children to inform us of any instances of bullying so that it can be dealt with swiftly for the benefit of the victim and perpetrator. Staff will fill in a CPOMS report if they have concerns that a child is being bullied. All children involved will be supported. Children demonstrating bullying behaviour will be involved in a supportive programme aimed at preventing the behaviours. Bullying of **any** sort is not acceptable in this school and further information on this subject is available in the School Anti-Bullying Policy and 'Preventing and Tackling Bullying' (DfE, 2012).

## **8. LIASON WITH PARENTS AND OTHER AGENCIES**

The standard of behaviour expected of all pupils is included in the school's home-school agreement.

In addition to being kept informed of any particular incidents or instances of unacceptable behaviour parents should undertake to:

- ensure that pupils arrive at school on time and are suitably clothed
- ensure that pupils are collected from school at the appropriate time
- support the school's rules and Code of Conduct, values and general ethos
- show as much interest in their child's education as is realistically possible
- inform the school of any concerns or grievances they may have.

## **9. MANAGING PUPIL TRANSITION**

Opportunities are provided for smooth transition at all transition points whether they be between Key Stages or year groups. These include moderation meetings and move up days. We work closely with other partner settings such as Secondary Schools in order to aid transition from Year 6 to Year 7. This includes attendance at Primary Heads Meetings, Transition Projects and meetings between Year 6 staff and Heads of Year 7.