



Saint Nathaniel's Academy



Positive Behaviour Policy 2022

Review date: January 2024

Amendments have been made to this policy in alignment with the Coronavirus (COVID19) guidance for schools and other educational settings – updated September 2020.

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



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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 Ethos Statement

Saint Nathaniel's Academy believes that education is preparation for life and we seek to prepare each child to face life beyond the School with confidence. We aspire to set high standards for personal behaviour and self-discipline, with courtesy, consideration and respect for other people of all ages, races and cultures. We aim to deliver with the provision of exciting and quality learning experiences in a safe, secure and happy environment. We endeavour to achieve high standards in every aspect of School life by making the most efficient use of all resources available.

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 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 Mission Statement.

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.**

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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' (see appendix ii) 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. All of the children within the school belong to a team (Rowling, Kipling, Cowell and Dahl) and they may earn 'team points' which enable them to feel a part of a group. There are achievable rewards for the collective team such as extra playtime, 'non-uniform day', an afternoon disco. Due to COVID19 these rewards will be class based. Rewards may include some of the following: praise within the class, informal talks to parents; public commendations (in Celebration Assembly for example); prominent displays of children's work; taking work to show another teacher or the Principal, although due to COVID19 photographs may be sent to another teacher instead. Children will be identified as 'Star Learners' within the classroom at

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the end of lessons – this is an acknowledgement of their efforts and demonstration of positive behaviour for learning.

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 appendix i: Exclusion Policy)

5. BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

“GOOD TO BE GREEN”

Across our school we use the language of “Good to be Green” within our behaviour system. Each new academic year we remind the children about our school expectations for behaviour.

We have adapted parts of the ‘Good to be Green’ behaviour system to make it our own, it does not follow the same structures that this system may follow in other schools.

How it works?

All classes from Reception to Year 6 have a wall 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 these behaviours teachers will put the child's name onto the class recognition board. Previously children would have control over this, but due to COVID19 teachers will place cards in the display.

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 stays green children are rewarded with a class ‘green frog’ card which will appear on their classroom door. This is celebrated during Friday celebration assembly time (due to COVID19 this is now held in class). A further layer to the G2BG system is children being ‘greener’. This is a system for those children who have gone above and beyond ‘staying green’ themselves and are actively encouraging other children and supporting them to stay green. These pupils are nominated by staff and parents will receive a letter home from the behaviour lead or Principal. Due to COVID19 we are unable to invite parents to a school based assembly, but a letter which outlines the reasons for the child being nominated will be sent to the parents and the child is awarded a ‘brag tag’-silicone wristband-which identifies their efforts. Children can also aspire to achieve a gold or platinum level wrist band which identifies their efforts in role modelling the golden rules.

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

In the event that a child struggles to follow the school rules or is being disruptive in class, the first step is that the class teacher may ask the child to stay in class for 5 minutes at the start of break or lunchtime to discuss what they need to do differently. A bespoke behaviour plan may be arranged between the child and teacher, and the class are encouraged to support one another in choosing to stay green and make positive behaviour choices. Parents are also informed. Where children have been identified as having serious behaviour issues which impacts on other children's learning and is a significant barrier to their own learning-the inclusion team and behaviour lead will work closely with

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the class teacher to create a care plan to support both the child and also provide a system of actions which will be used. These children's behaviours are tracked using the CPOMS system to identify any patterns which might allow us to understand and avoid children being in situations which prove most challenging. Additionally, in extreme cases, some children may be asked to attend a short 'detention' after school to reflect on behaviour choices. In this case, the principal or vice-principals will have issued this detention and parents will be informed by phone call. Uncompleted work may be sent home for the child to complete at home.

In every instance, we look to have 'restorative conversations' with children after an event so that children can recognise what the expectations are for their behaviour.

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. Due to limitations in how adults can interact with children, due to COVID19, children may be sent home if they are deemed to be a danger to themselves or other children – rather than restraining the child (using Positive handling).

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 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

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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).

Bullying including Peer on Peer Abuse

Peer on Peer Abuse is sexual abuse that happens between children of similar age and development. It can happen between any number of children and can affect any age group (Department for Education (DFE) 2021a). It can be harmful to children who display it as well as those who experience it.

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.