

# NANTWICH PRIMARY ACADEMY & NURSERY

PRINCIPAL – SUE SPENCE

## Positive Behaviour Policy



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<p>Approved by:</p>
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## **Positive Behaviour Policy**

The aim of this policy is in promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It is a primary aim of our academy that every member of the academy community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The academy Positive Behaviour Policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure through clear boundaries and structure.

At Nantwich Primary Academy and Nursery, we aim to:

- Promote a high standard of behaviour
- Promote among pupils self-discipline, proper regard for authority and acceptance of responsibility for their own actions
- Create and maintain a positive, safe and orderly academy climate where effective learning can take place and all pupils can grow academically, socially and emotionally, with mutual respect between all members of the academy community, for belongings and the academy environment

Our aims, we believe, are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour
- A pleasant academy atmosphere is created which is consistent and caring and in which pupils are able to reach their full potential
- The choice to behave responsibly is placed on the pupil and pupils are taught how to make responsible behaviour choices
- Pupils are provided with good role models
- Pupils and parents understand the hierarchy of consequences which are a natural outcome of misbehaviour and which are applied within the academy in a calm and considerate manner

## **School Rules**

Behavioural boundaries are clearly defined using the school rules listed below. These are seen throughout school and class rules are based upon these and are regularly referred to throughout the day.

These rules are always clearly stated when issuing rewards or consequences.

- Treat everyone with respect.
- Use good manners.
- Do as you are asked first time.
- Look after our school and everything in it.
- Walk around school quietly and safely.

### **Positive Encouragement**

We believe that the most effective strategy for developing a positive academy ethos is positive reinforcement.

Consistent use of positive encouragement is used to:

- Create a positive academy environment
- Increase pupils' self-esteem
- Reduce the number of poor behaviour choices
- Promote a model for good behaviour and relationships

Positive encouragement may take the form of:

- Praise, which acknowledges appropriate behaviour and teaches pupils that they receive positive attention when choosing positive behaviour
- Learning Power Hero in assembly
- Achievement Certificates
- Positive messages home including 'Good News' postcards
- Golden Time
- Rewards such as stickers and Dojo points
- Dojo Master

### **Praise**

As an academy we recognise that praise is one of the most effective means of positive recognition. Praise can be used to recognise appropriate behaviour, to provide positive reinforcement for good behaviour and to prompt pupils who are choosing to misbehave, to modify their behaviour. Effective use of praise highlights good behaviour and teaches pupils that they receive attention through good behaviour choices.

Dojo Points are the strategy used in our academy to promote and reward good behaviour. These are an effective way of ensuring parents/carers can keep track of their child's positive learning behaviours. Messages can also be sent between home and school using this system.

Class Dojo Points and Rewards

## **Consequences**

When children choose not to follow the rules, all staff are expected to deal with them in a calm and consistent manner using a **restorative** approach. It is important that consequences of poor behaviour are presented to children as a choice. This places responsibility for behaviour on the child.

Like all other staff, Lunchtime Supervisors will focus primarily on reinforcing good behaviour through positive praise and encouragement.

Games Club and Social Lunch is in place every lunchtime offering children the opportunity to play co-operatively (Games Club) or reflect on their behaviour (Social Lunch) with a member of staff.

Dojo points may be removed when school rules are not followed. Golden Time is lost in periods of 5 minutes when (following a warning), this behaviour persists.

## **Breaktime Supervision and Out of Class Behaviour**

Children should be supervised into and out of the classroom area first thing in the morning, at breaktime, at lunchtime and at the end of the academy day. Staff must ensure pupils are supervised during all transition times.

Children should be reminded of how to move around, enter and leave the academy building in a safe and sensible manner.

During morning and afternoon breaks, at least two teaching staff will be on duty outside.

If children are kept in at break or lunchtimes, an adult will remain with the child/children. No child will be left unsupervised.

## **Persistent Poor Behaviour and Serious Incidents**

Children who persistently choose not to follow school / class rules or where incidents are deemed serious, a referral to Key Stage Leaders or when needed a member of the Senior Leadership Team is made using a Yellow or Red card. A decision will then be made based on all information available as to consequence and referral to the Vice Principal or Principal.

If a child persists in making poor behaviour choices then there are a variety of options that may be taken:

- Removal from class for a set period of time
- Social Lunch
- Cause for Concern meeting with parents
- After School Detention (within 24 hours by prior arrangement with parent)
- Internal exclusion in the Reflection Room
- Period of exclusion from academy

Teachers and pupils begin each day with the highest of expectations. Negative behaviours accumulated on one day will not roll over to the next day (though consequences from a previous day may need to be concluded); each pupil will begin each day with a fresh start.

However, it is important for children to understand the consequences of their actions and how this affects their learning and that of their peers alongside the health and safety of themselves and others.

The Principal and Governors do not take the final sanction of exclusion lightly. Every effort will be made to reinforce positive choices for the child and academy staff are committed to inclusion. Exclusions can be internal or external for a fixed period or, more seriously, permanently.

Such action will only be taken after considering all of the facts available at the time and will only ever be used in serious circumstances.

Exclusions are made at the discretion of the Principal or in her absence the Vice Principal, who will act at all times in accordance with the relevant provisions of the *Education Act 2011*.

### **Positive Handling or Restraint of 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. All staff involved are trained in restraint procedures and appropriate documentation is completed following any contact. Parents are informed promptly.

The Calm Down Room is used as a safe area for children to use voluntarily or in the event of restraint being required. This room is void of furniture and is supervised at all times. The door is only closed under serious circumstances when aggressive behaviour is displayed or when others' learning is being disrupted. Any child present in the room is encouraged to 'calm' and offered 'choices' as appropriate to the circumstances.

## **Injury to pupils and staff**

All reports of injury to or from a child are reported through the Trust's Accident Reporting Process within 2 days of the incident. All staff are responsible for ensuring the Accident Report Form is completed for any incident they are involved in.

## **Academy Visits and Out of Academy Activities**

At all stages of planning and preparation for an Off-site visit, should any child whose behaviour whilst at the academy or during previous visit gives cause for concern, then special reference will be made on the visit risk assessment. Parents may be required to accompany the child on the visit. The teacher in charge of the visit reserves the right to refuse to take a child whose behaviour may endanger the Health and Safety of themselves or others.

## **Bullying**

Bullying is a cowardly act which arises from a wish to hurt, threaten or frighten someone. Bullying can be:

- Physical –pushing, pinching, hitting or kicking
- Verbal – name calling, teasing, taunting or threatening
- Silent – isolating the victim by ignoring or excluding
- Rude Gestures
- Intimidation
- Deliberate damage to the victim's property
- Taking money without permission

Bullying affects everyone and not just bullies and victims. It affects those who observe it and those who may be drawn in through group pressure.

We believe that home and academy need to work together to ensure our children are happy and secure. Parents and children should be reassured that all reports of bullying are fully investigated.

Through PSHE lessons, children are taught that Bullying is:

- Something that happens repeatedly; it is not a one-off falling out
- Deliberate
- Unfair; the person doing the bullying feels stronger or more powerful

Children are encouraged to respond in the following ways:

- Say loudly and clearly 'STOP, TALK, WALK'
- Tell Mum or Dad
- Tell an adult in the academy
- Make friends with people who seem unhappy
- If you see bullying, report it
- Do not stand and watch (Don't Bystand, Lend a Hand)

### **Family Support**

All pupils are encouraged to talk to staff about any concerns they may have which are recorded and dealt with in line with the Academy Safeguarding procedures.

PSHCE lessons, Circle Time and Assemblies are opportunities for discussion about relevant themes or concerns. Buddies and Play Leaders are available at break and lunchtimes for guidance and support in positive play.

School offers further support when necessary including:

- Personalised behaviour plans
- Daily Dojo messages
- Weekly meetings with parents
- Learning Mentor support
- Family Service Worker referrals
- Early Help or Common Assessment Framework (CAF) referrals

**It is the responsibility of all staff, pupils, volunteers and parents to promote positive behaviour.**

Signed by Chair of Governors

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Signed by Principal

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Date

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