

Aspire Academy Trust



Nansloe Academy Positive Behaviour Policy

Date: 07.06.23

Date of Approval:

Approved by: James Hitchens

Policy Owner: Head of School

Policy Type: Statutory

Review Period: Annual

Review Date: 07.06.24

Revision Log (last 5 changes)

Date	Version No.	Brief detail of change

**Mission Statement:**

We can all learn and improve, regardless of our differences. We can learn skills to help us be more effective learners and citizens. These skills help us throughout our lives, not just in school, and enable us to make a positive contribution to society. Our attitudes and behaviour now affect our future success.

Our vision:

We aim, across our whole school community to be, and to achieve, our best always.

Our Golden Rules:

Be Kind
Be Safe
Be Our Best

Rationale:

The school's 'Positive Behaviour Policy' aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour.

At Nansloe Academy, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home. The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community.

A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

Aims and Objectives:

We aim to ensure our positive behaviour policy teaches, supports and reinforces the skills and behaviours a pupil needs to succeed in learning. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our



academy are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other. We acknowledge that our example has an important influence on the children.

Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?' *Trauma Informed Schools UK*.

Trauma Informed Schools UK

An understanding of trauma and childhood adversity underpins our approach to relationships within our academy community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

Whole School Approach

We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our Academy environments never unwittingly re-traumatise any of our community members and act to maximise protective factors through the conscious use of our relationships.

Key Relational Skills:

We know there are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key relational skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland1 2003/2006/2007; Kohut2 1984; Stern 1998).

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- **Affect Attunement:** the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child

- **Empathy- Validation and Mental State Talk:** the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable. It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour – 'you are not my boss' – 'it must feel like everyone is always telling you what to do and you never get a say, no one listens to what you want' It is not – distracting, judging, discounting, minimising or placating
- **Containment:** Structure, order and predictability Consistency Boundaries applied in a supportive, matter of fact, non-punitive way Emotional containment of feelings too big for the child Regulated and steady adult, in charge of their own feelings and emotions
- **Calming and Soothing:** The adult will support the child to regulate themselves. At a point when the pupil is fully regulated there will be some reflection and analysis of the behaviour.

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1. Making the child aware of the physiological clues of what is happening within their body and in their actions. Say what you see, labelling the emotion that you see.
2. Shine the light on the behaviour that was inappropriate. E.g. 'It's okay to feel cross, but it's not okay to...'
3. Refocusing the behaviour. What can we do next time to support you to behave differently?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

It is important that any **consequences are developmentally appropriate** and are designed to **support children to learn** about both their physiological response to challenge and difficulty and how better to manage this in the future. Consequences should not be punitive, shaming or detrimental to the child's view of themselves.

Our Golden Rules:

Our Golden Rules should be regularly discussed and encouraged. They are:

- Be Kind
- Be Safe
- Be Your Best

These rules will be clearly displayed around the school.

Our agreements are expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring in an age appropriate way what the expectations mean through a variety of ways e.g. stories, Circle Time, drama, photographs, dance, art, PSHE, TiS activities, including whole class TiS activities, whole school values etc.

Adults recognise their changing role from assertive to supportive care, developing pupil's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and acceptance.

What we do:

In order to achieve the above we will:

- Explicitly teach the golden rules and why they are important (communication)
- Provide opportunities for children to be active participants in their own learning and development (behaviour for learning)
- Clearly state the boundaries of acceptable behaviour (rules)
- Respond promptly, developmentally appropriately and consistently to children who test these boundaries (expectations)
- Promote good behaviour in a positive way (rewards)
- Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging (inclusion)
- Work with parents where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships (partnership)
- Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective action (self-evaluation and school improvement)

Our positive approaches to behaviour involve us 'noticing' and rewarding good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement. TiS, Assemblies, R Time and the programmes of study in PSHE all provide examples of skills and vocabulary for adults to use to encourage learning in this way.

Special celebrations, Roles and Responsibilities:

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, lunch time, encourages positive interactions and aspirations.

Assemblies and all class-based lessons provide high quality opportunities for praise linked to deeper learning. Assemblies involve an element of positive praise and celebration, with each teacher giving explicit praise, along with celebrations during Friday assemblies. Rewards are given to pupils with a specific focus, e.g. the use of a specific Learning Power.

We recognise the importance of positive comments, respectful interactions and role modelling for the children. The school expects all adults - staff, parents and children to demonstrate this.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

Rewards:

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. The chart below gives an indication of the frequency and type of rewards.

Rewards are never to be taken away once earned.

Frequency	Behaviour	Implications
Daily (at any time)	Keeping to the Golden Rules Any praiseworthy behaviour	Verbal praise House points Stickers Postcards/text/phone call home
Weekly (Celebration assembly)	Very good behaviour, effort and/or achievement	House point update Learner of the week certificates Behaviour of the week certificates Reading bands Other awards (competitions, extra-curricular activities, special events etc.)
Termly	Consistently very good or excellent behaviour, effort and/or achievement	Termly house point winner announced and Team Point Treat awarded Termly progress and effort certificates – parents invited to attend the assembly Year 6 Ambassadors awarded
Annual Prize Giving Assembly	Exceptional and/or continuous very good behaviour, effort and/or achievement	As above, plus Individual school trophies awarded e.g. Ivor Milne Endeavour Cup, Charles Field Overcoming Adversity Cup etc.

House System

All of the children and staff from Reception to Year 6 will be organised into three House Teams (with the exception of the Head of School) and will be able to earn House Points as a reward for good effort, behaviour, achievement and also participation and success in school competitions & events throughout the year. Our houses are:

Kenwyn

Helford

Cober

House captains are elected in a democratic vote at the start of Year 6. There are two captains per House.

The house cup is awarded termly to the house with the most points and a reward is planned.

Good Routines

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day.

This includes:

- The learning environment – tidy, interactive, stimulating and celebratory.
- Classroom organisation – so that the basic needs are met, and children can find what they need.
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the school – quiet and calm.
- Time keeping – lessons, playtimes, beginning and end of the day.
- Assemblies- a time for communal celebration, belonging and quiet reflection.

Staff Responsibilities:

<p>All staff:</p> <ul style="list-style-type: none"> a) Ensure that there are good routines (see above). b) Ensure that you are consistent, friendly and professional at all times. c) Remain calm at all times. d) Aim to be positive at all times by seeking out and rewarding the good. e) Regularly discuss the school values of friendship, forgiveness and respect and why they are important. f) Explain why certain behaviours are not acceptable using the Trauma Informed Schools approach. g) Be consistent about praise and rewards as well as when supporting positive behaviour. h) Be aware of the individual needs of all pupils.
<p>Playtime and Lunchtime Staff:</p> <ul style="list-style-type: none"> a) Be active and engaged with the children. b) Be aware of the main problem areas (places, times, individual children). c) Be active in your supervision. d) Aim to return children to class in a calm and orderly manner so that they are ready to learn.
<p>Classroom staff: As above, plus:</p> <ul style="list-style-type: none"> a) Operate the class-based rewards system using house points to highlight positive examples of behaviour and achievement. b) Support the playtime and lunchtime staff.
<p>Senior Leadership Team: As for 'all staff' above, plus:</p> <ul style="list-style-type: none"> a) Support all staff in the implementation of the policy. b) Attend key meetings where required. c) Monitor the effectiveness of the policy through consultation with key stakeholders and rigorous self-evaluation. d) Take prompt and decisive action to deal with areas of development.

Restorative Approaches:

When an incident between children occurs, we need to try to:

- a) Give the child/ren time to calm down before speaking to them.
- b) Listen to each child explaining what has happened including any witnesses if possible.
- c) Ask anyone who has been at fault what should have happened and what they would do differently next time.



- d) If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Sanctions:

We believe that patience, understanding, discussion and firm insistence on expected behaviour will enable the vast majority of our pupils to learn, play and relate well to each other as part of a friendly, forgiving and respectful community.

Warning:

Most of our children show the good behaviour we expect every day and need nothing more than an occasional verbal 'warning.'

Reflection time:

For the few children who do not heed a warning, refuse to follow an instruction or hurt another child or adult with careless behaviour or language a 'reflection time' will be given. The child may be required to use their next playtime with their teacher or TA, talking about the problem and what to do differently in future.

If a child has a reflection time this will be recorded in a class behaviour log so that we can make sure we do not miss repeated inappropriate behaviour or the pattern of triggers. The decision for individual or whole-class reflection times, including the length, is to be made by the Class Teacher based on the nature of the behaviour. Children will still be given the opportunity for refreshments and use of the toilet if required.

Should a child have several 'reflection times' in a short period of time or are regularly getting them for the same issue, the class teacher will contact parents or carers to talk about the problem and how to enable the child to behave appropriately in the future. If one child has deliberately hurt another child, parents of both children will be informed at the end of the day. We encourage parents to support the reflection process by discussing any issues with their child and talking about what they should do differently next time.

Severe Behaviour:

In our school there are specific behaviours which are deemed as 'severe'. This policy outlines these behaviours so that pupils and parents know what behaviour will not be tolerated in school.

The following are incidents that may lead directly to internal or external exclusion:

- Persistent, serious or offensive verbal or physical abuse of a child.
- Verbal or physical abuse of an adult.
- Dangerous behaviour (likely to result in a serious harm or accident).
- Deliberate damage to property.
- Open defiance.
- Leaving the school site without permission.
- Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.



A decision to exclude a pupil should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All of the above are sanctioned by Head of School.

Inclusion

It is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect.

If a child's needs cannot be met at Nansloe Academy we would expect to look for a suitable setting for that child rather than excluding them.

Special Educational Needs or exceptional circumstances:

Pupils with special educational needs, a disability or family circumstance that has led to an identified emotional or behavioural difficulty will have their own individual behaviour plan with appropriate rewards and sanctions that will be shared and agreed with parents. Pupils experiencing grief or trauma may need an individual approach for a period of time and this too will be shared and agreed with parents.

Positive handling.

At Nansloe Academy, safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. The use of Team Teach will be reasonable, proportionate and necessary.

Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe.

If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

Mobile phones:

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Nansloe Academy discourages pupils bringing mobile phones to school due to potential issues. When a child needs to bring a phone into school, a permission slip must be signed by the parent and the phone must be left in the school office at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Nansloe Academy accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.



Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil, handed to a member of the office team who will record the name of the pupil and attach it to the phone. The mobile phone will be stored by the school office. The pupil may collect the phone at the end of the school day. A letter will be sent home to parents requesting that an updated permission slip be returned the next day. If this practice continues for a second time, then the school will confiscate the phone until an appropriate adult collects the phone from a senior teacher.

If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and disciplinary action will be taken according to our managing and supporting positive behaviour policy. If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a senior teacher.

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school.

We ask that parents should talk to their children about the appropriate use of text messages as they can often be used to bully pupils.

Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone.

Review:

This policy is to be reviewed annually by staff, governors, parents and pupils.

Conclusion:

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We recognise that positive behaviour needs to be explicitly taught within the school. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.



Appendix 1- Mobile phone letter

Dear parent/carers,

Re: Mobile phones

We are reviewing our mobile phone usage and policy within school. While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, we discourage pupils bringing mobile phones to school due to potential issues. When a child needs to bring a phone into school, the below permission slip must be signed by the parent and the phone must be left in the school office at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Nansloe Academy accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.

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If you have any questions or queries about the above, please do not hesitate to contact us.

Yours sincerely,

Mrs L Swiggs
Head of School



Mobile phone permission slip 2022/23

I give permission for my child _____ in class _____ to bring in their mobile phone. I accept that Nansloe Academy accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.

Name _____ Signature _____