

NANTWICH PRIMARY ACADEMY & NURSERY

PRINCIPAL – SUE SPENCE

Positive Behaviour and Anti Bullying Policy



<p>PAGE: 1 of 10 ISSUE: EIGHT DATE: September 2023 REVIEW: September 2024</p>

<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.

Happy Classroom and School 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 (Wondering if OT tokens need to be included?)

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.

Behaviour Zones

Behaviour Zones will be displayed in each class. Every child is offered a fresh start at the beginning of each day on the Yellow Zone.

Gold zone	Outstanding behaviour! Three Dojo points. Mrs Spence will be really proud.
Green zone	Wow! You've had a fantastic day today. Two Dojo points.
Blue zone	Well done, you've had a good day today. One Dojo points.
Yellow zone	Doing fine. You have done what you needed to do today.
Orange zone	Whoops! You must stay in at breaktime.
Red zone	You can do better! You must stay in at lunchtime (Removal from class).
Purple zone	How disappointing! You must go to see Mr Bebbington or Mrs Spence

Children move along the different stages of the zones.

If any child does not follow class rules and disrupts the class, he/she will be reminded of the appropriate behaviour. If poor behaviour still persists the child's name will be moved down the coloured zones and they will miss breaktime/lunchtime accordingly.

The focus of the Behaviour Zones is to recognise the children when they are making good choices and to reward the good behaviours whilst giving opportunity for poor behaviour choices to be turned around to move back up the zones.

On rare occasions, the use of Behaviour Zones may need to be adapted for a specific child based on need. Any changes will be discussed with the child, parent and classteacher, recorded on a School Support or Behaviour Plan.

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 one adult (teaching staff) will be on duty outside, present in each area. The same at lunchtimes, including Lunchtime Assistants.

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 a Reflection Space
- 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, **beginning on the yellow behaviour zone.**

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*.

De-escalation

Everyone is responsible for behaviour. Doing nothing is not an option.

De-escalation refers to the process of diffusing conflicts as they begin to prevent them from getting worse or potentially violent. In regards to classroom management, there are strategies used to de-escalate conflicts in their earliest stages and stop small behavioural issues before they get out of hand. These usually involve identifying a risk and intervening as quickly as possible in a calm and controlled manner.

Nantwich Primary Academy and Nursery encourage pupils to reflect on their actions. The use of Restorative Questions is a valuable tool for resolving conflict.

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 Reflection Room/Space and Relaxation Station are safe areas for children to use voluntarily or in the event of restraint being required. This Reflection Room has limited 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 to APT within 2 days of the incident. All staff are responsible for ensuring APT reporting 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 an adult in your family
- 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 referrals (CAF Common Assessment Framework)

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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COVID Addendum (September 2023)

There may be some elements of this policy that cannot be adhered to due to implemented Covid restrictions. Every effort is made to adhere to policy and where required short term suitable alternatives are used.

Covid Health and Well-being of children

All staff will support the children transitioning back into school after a period of extended absence and will be mindful of the children's mental health and wellbeing. MyHappyMind is a core resource used to support this.

Our staff understand that children will have been impacted by implemented restrictions and/or absence in different ways and may not find it easy to 'settle and learn'. All teaching staff will strive to build positive relationships with children, especially as they have not taught them previously due to the new academic year.

Staff will reaffirm boundaries, rules and routines as safety measures and use our school values as a means to drive this. To support the children with any new procedures, each class will spend time each week focussing on well-being in the dedicated PSHE teaching time, through the Recovery Curriculum any whole school issues are discussed during class assemblies.

If staff have concerns of any child's health and well-being then this is recorded on the CPOMS system and are dealt with in line with the School Safeguarding Policy.

Covid Additional expectations for children and parents

These arrangements are for the education of children in school in light of any Covid restrictions. It is to be used in conjunction with the expectations stated above, and read alongside all information provided for children and parents in returning to school.

- Adhere to the staggered times and altered routines for arrival or departure into and out of the school building.
- Adhere to specific instructions regarding moving around the school. Children will be regularly reminded by staff.
- Adhere to altered routines of play times and follow the expectations of play times, including where children may or may not play.
- Follow instructions on who pupils can socialise with at school and stay within their 'bubble'.
- Follow the school's high expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and children should avoid touching their mouth, nose and eyes with their hands as much as possible.
- Follow the school's instructions on hygiene, such as handwashing and sanitising regularly throughout the school day.

- Children are to immediately tell an adult if they are experiencing symptoms of coronavirus. Staff to be vigilant of symptoms.
- Follow rules about not sharing any classroom equipment or other items, including drinking bottles. Children will have their own pencil cases, classroom equipment and drinking bottles.
- Follow rules in toilets.