

NEWQUAY JUNIOR ACADEMY POSITIVE BEHAVIOUR POLICY

Adopted:	September 2021
Reviewed:	September 2023
Next Review:	September 2024

Newquay Junior Academy is an inclusive academy that meets the needs of a range of children- this includes those with complex family backgrounds as well as those with a range of special needs. At Newquay Junior Academy, we aim to be an academy where children can feel safe as well as learn, be confident and happy. Some children need help to manage, understand and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the academy rules with high expectations and will challenge unacceptable behaviour in a solution focused response. At Newquay Junior Academy we have based our policy on an overwhelmingly positive approach towards managing behaviour.

The policy is based on child centred incentives and promoting a standard of positive behaviour – the 'NJA way'.

When required, sanctions will be enforced (see Appendix 1 – Rewards and sanctions). The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

The Positive Behaviour Policy operates in conjunction with the following policies:

- Anti-Bullying
- Child Protection
- Safeguarding
- Health and Safety
- Teaching and Learning
- SEND Policy

Rationale / Principles of the Behaviour Policy

Our academy aims to:

- Provide a safe environment where learning is enjoyable.
- Offer an engaging and challenging curriculum.
- Promote healthy, positive relationships with others in the academy and the community.

- Help each individual to discover and develop new skills.
- To encourage consistency of response to both positive and negative behaviour.
- Provide challenge and support to achieve high standards.
- Encourage and support children to become well rounded, self- disciplined, respectful, moral and caring.
- Develop the mental wellbeing of pupils.
- To work in collaboration with parents/carers in order to achieve consistency in the messages pupils receive about appropriate and inappropriate behaviour.

At Newquay Junior Academy our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. Rewards are aimed to motivate and help children to make the right choices.

Pupils should begin to learn about good behaviour at home before compulsory school age. Building on this foundation and in partnership with parents we aim to create a happy, friendly, safe and caring environment where children grow to respect:

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school
- the rules and ethos of the school

Everyone has the right to go home fulfilled.

The community within Newquay Junior Academy has the right to be treated in a courteous and considerate way. Bullying, harassment and any other forms of unkind and upsetting behaviour will not be tolerated.

Every member of staff has the authority to reprimand and discipline pupils for actions that they consider to be anti-social, dangerous and disruptive. Staff, pupils and parents / carers need to be aware of our standards and expectations:

- Every child has the right to learn.
- Every teacher has the right to teach without interruption.
- Every parent / carer has the right to information about their child's behaviour.

Academy Ethos

At Newquay Junior Academy our core aim is to provide a safe, happy and challenging learning environment where everybody can experience success. We promote this through our core values of:

Challenge Environment Kindness Respect

We believe that our pupils should demonstrate these values every day by understanding what they can do to look after their local, national and global environment, by being prepared to take on difficult challenges and by always showing the kindness and respect that every member of our community deserves. In this way, we can all strive to become the best that we can be.

Positive behaviour is consistently reinforced. The academy uses a restorative approach, linking in with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Pupils are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve.

The NJA Way

The NJA Way clearly defines the high standard of behaviour that we expect in school. It is referred to frequently and should encourage the pupils to be positive in all they do and should help to create a happy environment for pupils to work in.

Pupils

It is the responsibility of pupils to make good choices at all times with the adults and pupils in school. Pupils are expected to make good choices by following the 'NJA Way':

- **Be Ready**
We are always prepared to learn. We do not waste our learning time.
We wear our uniform with pride. We make sure we look smart every day.
We can be ready to learn with anyone.
- **Be Respectful**
We look after everything at our academy. We do not waste or damage things.
We treat every member of our community and their beliefs, with respect.
We can empathise with others.
- **Be Safe**
We walk safely on the left.
We say kind words; we show kind actions.
We are responsible for our own actions and their impact on others

The NJA way will be displayed in all classrooms, halls and offices. Pupils are expected to behave in line with the academy rules/policies at all times, including out of academy hours and especially on the journey to/from the academy. We reserve the right to take action where the behaviour of a pupil out of academy hours may have a negative impact of the reputation of the academy.

Teachers

It is the responsibility of all adults to have high expectations of pupils in terms of the choices they make their behaviour and relationships. Teachers must consistently apply our whole school systems of behaviour management:

- Provide a well- balanced, broad and creative curriculum.
- Support pupils with their emotions and feelings using a restorative approach and elements of PSHE.
- Plan engaging and well differentiated lessons to challenge and meet the needs of all pupils.
- Treat pupils fairly and with respect and understanding, listening to children and promoting a language of choice.
- Be a positive role model by actively demonstrating our values.
- Support pupils with the language and vocabulary they need in order to socialise and develop interpersonal skills

- Praise pupils – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our values and/or The NJA Way.
- Making consequences of poor choices explicit, use a relational approach to support de-escalation.
- Managing pupil's behaviour effectively and apply this policy with their own class and other pupils around the academy.
- Keeping records associated with our behaviour management
- Seeking help and support from senior colleagues, having followed our policy consistently
- Liaising with external agencies to support and guide the behaviour and emotional needs of children
- Liaising and reporting to parent's information about a pupil's behaviour, emotional needs and/or wellbeing at the academy.

Learning Support and Non-Teaching staff

It is the responsibility of all other staff to support teachers to achieve their objectives, above.

Head Teacher

It is the responsibility of the Head Teacher to:

- Ensure the consistent implementation of this policy through the academy
- Be ultimately responsible and accountable for behaviour throughout the academy
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Ensure the health, safety and well-being of all staff and pupils in the academy
- Support the Assistant Head in meeting with parents/carers of pupils with challenging behaviour
- Maintain a record of incidents of poor behaviour
- Issue fixed-term and/or permanent exclusions to individual pupil

Parents

A positive partnership with parents/carers is crucial to building trust, developing a collaborative approach to behaviour expectations and strategies for resolving conflict. Parents/carers can expect to be kept well informed of their child's behaviour at the academy. In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the pupil improve. In some cases, behavioural problems may form the basis for Special Educational Needs registration leading to the involvement of support agencies both at school and in the home. There will be a copy of this policy on the academy website and a hard copy for parents upon request. We expect parents to sign the home/academy agreement and

- Be aware that the academy has rules and to support them.
- Support the academy's decision when applying consequences.
- Contact the class teacher with any concerns about behaviour in the first instant, then the Assistant Headteacher responsible for behaviour.

Rewards

In promoting positive behaviour, Newquay Junior Academy shall emphasise and reinforce good behaviour through a variety of agreed rewards.

We believe that rewards serve the purpose of motivating pupils and encouraging them to see that their good behaviour is recognised and valued.

Agreed rewards will include:

- Verbal recognition and praise
- Recognition board
- Stickers, badges, marbles and marble jar treats, etc.
- Child being sent to another adult/HOY/SLT for praise
- A letter/postcard/phone call to parents about good behaviour
- Named in the academy's "Celebration Assembly" and receive the yellow certificate and bronze/silver/gold medals

Inappropriate Behaviour

At Newquay Junior Academy, the following forms of inappropriate behaviour will not be tolerated: -

- Persistent classroom misconduct which interferes with the progress of other children.
- Aggressive or violent behaviour, including thoughtless, dangerous play.
- Rude or abusive language, including deliberately using unkind words, swearing or spitting.
- Defiance i.e. refusing to do as you are told including answering back.
- Acts of vandalism to school property, including graffiti.
- Stealing.
- Bullying, including acts of violence, taunting, persistent name calling, cyberbullying.

Behaviour protocols

Examples of types of behaviour at each level of sanction

These descriptors indicate the levels on which a particular type of behaviour may begin. Recurrent behaviour would be attributed at the next level.

LEVEL	EXAMPLE OF TYPE OF BEHAVIOUR	POSSIBLE SANCTION
<3	Calling out, being too noisy, squabbling, name calling, telling tales, distracting others, muttering, whistling, making faces, poking, chatting, 'off task', wasting time, not having equipment ready for lesson, avoiding starting work, hindering others, pushing in, teasing, play-fighting, running inside, spoiling other people's games, annoying behaviour towards other children, attention seeking, wandering around class, shuffling on carpet, repeated inappropriate noises, banging on furniture, mistreating other people's property, eating in places not permitted, going into areas not permitted, interrupting teacher.	Class teacher/learning support gives a warning. It is the responsibility of the class teacher to decide what positive de-escalation strategies to use. The next step could involve time out of the classroom or in another classroom. Miss 5/10 minutes of playtime.

3	Spitting, cussing, using swear words, cheekiness, rudeness, throwing equipment, taking equipment without permission, fiddling with equipment after being told not to, personal insults, defacing other people's work, defacing academy property, leaving the classroom without permission.	<p>The pupil will be sent during the next lunchtime to the 'Reflection Room' where they will complete a restorative justice conversation with a leader from the academy.</p> <p>The class teacher MUST ensure that the details are communicated to the parent as soon as is reasonably possible and a collaborative plan is recorded on CPOMS. A pupil should always be aware of why they are in reflection.</p>
4	Refusal to carry out instructions, persistent arguing, fighting, kicking, hitting back (parents' orders), lying, arguing back to staff, graffiti, intentional damage of property, stealing, swearing at other pupils, confrontational behaviour.	<p>This is serious – Pupil will have an ORANGE letter sent home. This will offer a meeting with the class teacher/HOY/Assistant Head and have a reply slip attached.</p> <p>This MUST be returned. The slip will be retained by the class teacher, HOY or Assistant Head.</p>
5	Dangerous refusal to follow instructions, wilful verbal abuse or disrespect towards an adult, continued bullying, wilful physical abuse towards another, racial abuse, biting, continued stealing, vicious kicking, vandalism, leaving school without permission, premeditated harmful/dangerous behaviour.	<p>THIS IS VERY SERIOUS For displaying this type of behaviour or choosing not to change the behaviour, the pupil will go to the head teacher and a RED letter will be issued by post to the parent. Parents will also be informed by telephone. Parents will be formally requested to attend a meeting with the head teacher/Assistant Head. A behaviour plan and risk assessment may be put in place between pupil, parents, class teacher/SENDCo or head teacher. Parents will be informed that their child may be excluded/is at serious risk of being excluded.</p>

Only the Head teacher may exclude a child. If an action is considered to be very serious, the Head teacher has the power to exclude without resorting to any of the above levels.

For incidents of Bullying, please see Newquay Junior Academy's Anti Bullying Policy.

Fixed term suspension and permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil suspension. Only the Head teacher has the power to suspend a child from school. The Head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Head teacher suspends a child, he will inform the parents as soon as possible, giving reasons for the suspension. At the same time, the Head teacher will make it clear to the parents that they can appeal against the decision to the CELT directors and how to do so through the letter of exclusion.

The Head teacher will inform the Local Authority (LA) and the Directors about any permanent exclusion or fixed-term exclusions. The Directors themselves cannot either exclude a child or extend the exclusion period made by the Head teacher.

However, the Directors have a discipline committee whose role is set out in strict guidelines whenever a child is suspended/excluded from school.

Special Educational Needs

Some children are subject to a Pupil Passport which establishes appropriate procedures, rewards and sanctions. This should be discussed with parents, the pupil and relevant staff and reviewed regularly while it remains in place. For these pupils, this policy must be used in conjunction with their Pupil Passport and reasonable adjustments should be made.

End of playtime

A bell will separate playtime from work time. Fabulous Fours and Super Sixes support the lunchtime play workers to structure play for the pupils and ensure everyone is adhering to the NJA Way rules.

Lunchtime Behaviour Procedures

All lunchtime staff will focus on praising positive behaviour, each staff member will award 5 marbles tokens per lunch for positive behaviour.

A pupil who chooses to behave in an inappropriate manner will be warned verbally first using Wonder, Imagine, Notice and Empathy (WINE) to stay curious as to why they are making poor choices.

If a pupil who has been warned continues to display poor choices, they will receive five minutes' time out standing next to the play worker concerned. If the behaviour is more serious, the pupil or pupils will be supported to speak to a senior leader; their class teacher will be informed. The member of staff who witnessed the incident will record this on CPOMS and their class teacher will inform parents/carers. If a pupil refuses to cooperate with the play workers in the playground a member of the Senior Leadership Team will be informed.

The academy has a complaints procedure in place should any parent or pupil believe that any sanction has been used unfairly.

Uniform

Children will be expected to wear the school uniform and the uniform policy followed.

Pupils conduct outside the academy gates

What the law allows:

At Newquay Junior Academy we have high expectations of the pupil's behaviour and would expect the pupils to behave appropriately on their way to and from the academy, and when wearing academy uniform. We would also expect them to behave appropriately when they are engaged in extended academy activities which take place beyond the normal academy day – e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any academy organised or academy related activity or
- Travelling to or from academy or
- Wearing academy uniform or
- In some other way identifiable as a pupil at the academy.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the academy or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the academy.

In all cases of misbehaviour the teacher can only discipline the pupil on academy premises or elsewhere when the pupil is under the lawful control of that staff member.

Use of reasonable force

The legal provision on academy discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms, as outlined in The Education Act 1996 and Education and Inspection Act 2006. If a member of staff has to physically hold a pupil **the Positive Handling Policy** will be adhered to. Following the use of physical intervention, there will be a restorative discussion with any staff and pupils, parent/carers may also be invited to participate.

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in the academy, steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this, alongside the pastoral team. Teachers will be responsible for reporting any early warning signs for behaviour, so strategies can be put in place and more formal steps can be taken.

The Positive Behaviour policy is shared with Parents/Carers. Academy staff will work together to support and encourage parents to share the same aims of the academy in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment.

The Head teacher will share positive stories about best and improving behaviours. The Head teacher will work in an open and honest way with parents / carers in order to achieve the aims of this policy

POSITIVE BEHAVIOUR POLICY HOME/SCHOOL AGREEMENT

This policy provides details of expectations of behaviour, rewards and sanctions to ensure that our academy remains a happy and safe learning environment where everyone is valued and respected. To this end, all pupils, staff and parents have responsibilities to support each other in the implementation of this policy.

PUPILS' Responsibilities:

It is the responsibility of pupils to make good choices at all times with the adults and pupils in school. Pupils are expected to make good choices by following the 'NJA Way':

- **Be Ready**
We are always prepared to learn. We do not waste our learning time.
We wear our uniform with pride. We make sure we look smart every day.
We can be ready to learn with anyone.
- **Be Respectful**
We look after everything at our academy. We do not waste or damage things.
We treat every member of our community and their beliefs, with respect.
We can empathise with others.
- **Be Safe**
We walk safely on the left.
We say kind words; we show kind actions.
We are responsible for own actions and their impact on others.

The NJA way will be displayed in all classrooms, halls and offices. Pupils are expected to behave in line with the academy rules/policies at all times, including out of academy hours and especially on the journey to/from the academy. We reserve the right to take action where the behaviour of a pupil out of academy hours may have a negative impact of the reputation of the academy.

STAFFS' Responsibilities:

It is the responsibility of all adults to have high expectations of pupils in terms of the choices they make their behaviour and relationships. Teachers must consistently apply our whole academy systems of behaviour management:

- Provide a well- balanced, broad and creative curriculum.
- Support pupils with their emotions and feelings using a restorative approach and elements of PSHE.
- Plan engaging and well differentiated lessons to challenge and meet the needs of all pupils.
- Treat pupils fairly and with respect and understanding, listening to children and promoting a language of choice.
- Be a positive role model by actively demonstrating our values.
- Support pupils with the language and vocabulary they need in order to socialise and develop interpersonal skills.
- Praise pupils – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our values and/or The NJA Way.
- Making consequences of poor choices explicit, use a relational approach to support de-escalation .
- Managing pupil's behaviour effectively and apply this policy with their own class and other pupils around the academy.
- Keeping records associated with our behaviour management.
- Seeking help and support from senior colleagues, having followed our policy consistently.
- Liaising with external agencies to support and guide the behaviour and emotional needs of children.
- Liaising and reporting to parent's information about a pupil's behaviour, emotional needs and/or wellbeing at the academy.

PARENTS' / CARERS Responsibilities:

A positive partnership with parents/carers is crucial to building trust, developing a collaborative approach to behaviour expectations and strategies for resolving conflict. Parents/carers can expect to be kept well informed of their child's behaviour at the academy. In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the pupil improve. In some cases, behavioural problems may form the basis for Special Educational Needs registration leading to the involvement of support agencies both at the academy and in the home. There will be a copy of this policy on the academy website and a hard copy for parents upon request. We expect parents to sign the home/academy agreement and

- Be aware that the academy has rules and to support them.
 - Support the academy's decision when applying consequences.
 - Contact the class teacher with any concerns about behaviour in the first instant, then the Assistant Headteacher responsible for behaviour.
 - To acknowledge that staff have the right to conduct their duties in a safe environment free from verbal abuse, humiliating behaviour, aggressive behaviour and the threat of physical assault. NJA reserve the right to ask you to leave the premises should your behaviour be inappropriate for our academy.
-

I agree to follow the rules of the ***Positive Behaviour Home/School Agreement***

Pupil _____

Parent _____

Class teacher _____

Head teacher _____

Lunch Time Behaviour Strategies- Marble Tokens

Aim:

To encourage pupils to be ready, respectful and safe in their behaviour, making positive choices at lunchtime/playtime.

Marble tokens – Play workers to ensure they are searching to praise positive behaviours using marble tokens as a reward for pupils demonstrating going 'above and beyond' the NJA way.

Dysregulated – Help me

If a pupil is dysregulated and is making poor choices, or if the pupil's behaviour is persistently Level 4 or Level 5, the pupil should be removed from the playground and taken to a member of SLT. The Play worker should inform the class teacher of the pupils poor behaviour and log this on CPOMS.

BEHAVIOUR PROTOCOLS

EXAMPLES OF TYPES OF BEHAVIOUR AT EACH LEVEL OF SANCTION

These descriptions indicate the levels of which a particular type of behaviour may begin.

Recurrent behaviour would be attributed at the next level.

LEVEL	EXAMPLE OF TYPE OF BEHAVIOUR
<3	Squabbling, name calling, spoiling other people's games, annoying behaviour towards other children, pushing, teasing, play fighting, mistreating school property, disrespecting adults, inappropriate language and refusal to carry out an instruction.
3	Spitting, cussing, using swear words, cheekiness, rudeness, misuse of equipment, personal insults and defacing academy property.
4	Bullying, refusal to carry out instructions, persisting arguing, fighting, kicking, hitting back, lying, arguing back to staff, graffiti, intentional damage of property, stealing, swearing at other pupils and confrontational behaviour.
5	Dangerous refusal to follow instructions, wilful verbal abuse or disrespect towards an adult, continued bullying, wilful physical abuse towards another, racial abuse, biting, continued stealing, vicious kicking, vandalism and premediated harmful/dangerous behaviour.

