

Newark Hill Academy Site Specific Positive Behaviour protocol

(To be used in conjunction with GAT Pupil Behaviour and Exclusions Policy)

OUR AIMS

At the Newark Hill Academy we have high expectations where pupils take responsibility for their actions and the impact of them on themselves and others. This is a lifelong learning skill which part of our intent.

It is an expectation that pupils come to the academy in their uniform and challenge themselves in everything they do by being resilient and responsible by trying hard. Being disrespectful in any form will not be tolerated and consequences for this will be applied.

Newark Hill Academy believes that all children, regardless of ability and behaviour are valued equally. One of our values, 'All different, all welcome' is paramount. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every child is an important part of the Academy, this is clear in our intent. This policy therefore applies to all of our children, regardless of their gender, ability, faith, race, culture, family circumstances or sexuality. This Academy is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment.

This policy is designed to promote and reward good positive behaviour:

- The academy strives for an ethos of honesty with one another, trust and forgiveness and understanding when things may not have always gone to plan. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). This message is clear in our Wonderful Curriculum and delivered through our assemblies and PSHE.

Shared Understanding of Expectations

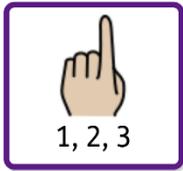
We are relentless to ensure the Newark Hill Academy has high expectations. Children know the expectations of behaviour through our shared procedures (see appendix I) Staff promote positive behaviour consistently. Reasonable adjustments are made for pupils who have additional needs. There is a shared responsibility of this. New pupils will be made aware of these in their inductions.

We have some key signals that are used in learning time, transitions and unstructured times:



The adult holds their hand up to signal '**Team Stop**'. All pupils stop what they are doing and repeat the signal back in silence waiting for the next instruction.





After '**Team Stop**' has been used to gain the attention of the children, one finger is held up and pupils will stand up if they are seated. The second fingers will signal movement 2 where children will use **Marvellous Moving** to where they need to go and final three fingers will signal they need to sit at their final destination. All of this will take place in silence.

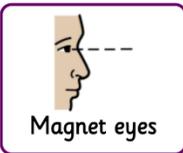
During Learning Time

- Our high expectations ensure the classroom is calm and orderly with pupils making the expected choices. Any disruption to learning will not be tolerated.



Perfect Partners is accompanied by a hand stroke down the upper arm to show that children should be sitting side by side close to each other to conduct partner work.

Talk to your partner is signaled by holding out your hands and turning the palms towards your body. The children will now turn to face each other to complete a discussion task instructed by the adult.



Magnet eyes means the children will look at you are a certain place you have gestured for them to look at.

Unstructured Times

- Adults promote our high expectations and ensure all pupils adhere to them to avoid any sanctions or consequence.
- Pupils know to seek support if they have any concerns.

Moving around the academy

- Children will move around school in a straight, quiet line with their hands behind their backs. All adults praise by using our shared language of '**marvellous moving**' and non-verbal gestures.

End of day

- An assembly/ reflection time takes place at the end of the day either in the hall or in the classroom.
- When dismissing, children should be settled: teachers should send children small groups at a time to get their things and send out to families. Children should 'marvellous move' as they leave.

Positive Rewards:

At Newark Hill Academy we believe that children should be encouraged to behave well and work hard, we use a number of rewards to do so.

Class Dojo leading to Purple Pounds

We have our Purple Pound for our Reward shop, where children will earn purple pounds for every dojo point they receive. Every child earns points for going that above and beyond for good learning behaviours. They are responsible for choosing when they want to spend them – so they can spend little and often or save up for a bigger prize.

Green Cards

Green cards are awarded by any staff where pupils have shown exceptional learning behaviours in any area of the academy. Pupils have exclusivity to share this with a their chosen adult who will give them praise and award the 3 Dojo points.

Certificates

Pupils will receive certificates showcasing good work and learning behaviours which will be sent home to share with families.

Sanctions:

In order to discourage children from behaving inappropriately we believe it is important to teach and model positive behaviours.

Phase 1

If a child does choose to not follow our expected choices, staff will issue a warning where children take ownership of turning it around. This could also include the removal of 1 point.

Phase 2

If the behaviour persists, a RED card would be issued. The Senior or Middle Leadership Team will intervene and a consequence given which should be reasonable and proportionate in relation to the inappropriate behaviour or incident. 3 Dojos will be removed for a red card only by SLT members. Restorative justice discussions take place to educate them and inspire them to not repeat these choices.

Phase 3

Should an extreme incident take place, we would work with the child and parents. We would follow the Trust's Pupils Behaviour and Exclusions Policy where a possible outcome come be a fixed term suspension or permanent exclusion with a follow up reintegration meeting with targets.

Please note, these phases are not linear and any phase could be applied due to the individual incident it is addressing.

Behaviour Interventions

Parents are partners in their children's education, so staff are expected to speak to parents when there have been behaviour concerns during a day, week or longer period as the first phase of intervention.

If a child is persistently making unexpected choices, a meeting will be held with parents/carers and the child may be put on an Individualised Positive Behaviour Support Plan.

Our Pastoral Learning Mentor may deliver interventions to meet the pupils' needs. Example of these are; Nature Nurture, friendship groups, Lego Therapy plus many others.

The Role of Parents

Parents have an important role in helping schools develop and maintain good behaviour. This is their role:

- Parents ensure the correct uniform expectations are followed so children can be a respectful and responsible academy team member.
- Parents are encouraged get to know the school's behaviour policy so that you can support your child to follow the academy rules.
- Parents will use the academy's app to see their children's point they achieved as well as praising their children when a green cards or certificate gets sent home.
- Parents will ensure that pupils will not bring in mobile phones. If they are required for older children as they walk home alone, they will ensure they are handed in and collected from staff at the start and end of day.
- Parents will support the academy with the decisions by engaging in supportive conversations with staff and will follow up at home.
- If parents disagree with a decision, it will be discussed with the Principal without including the child.
- Parents will engage and support in the implementation of Individual Positive Support Plans or other support mechanisms to ensure pupils succeed.

Shared language



All staff use the key vocabulary of **expected** and **unexpected** choices instead of right or wrong, to show a consistent approach.

The academy has three values which underpin everything we do: **respect**, **resilience** and **responsibility**. Through assemblies and class follow up tasks, these values are explored and lead developing pupils' personal traits, disposition and virtues that informs their motivation. This is complimented by the 'Power of Three, what do we see?' to guide their conduct and

behave with integrity: these phrases are used by all members of staff across the academy.

Power of Three



What do we see?

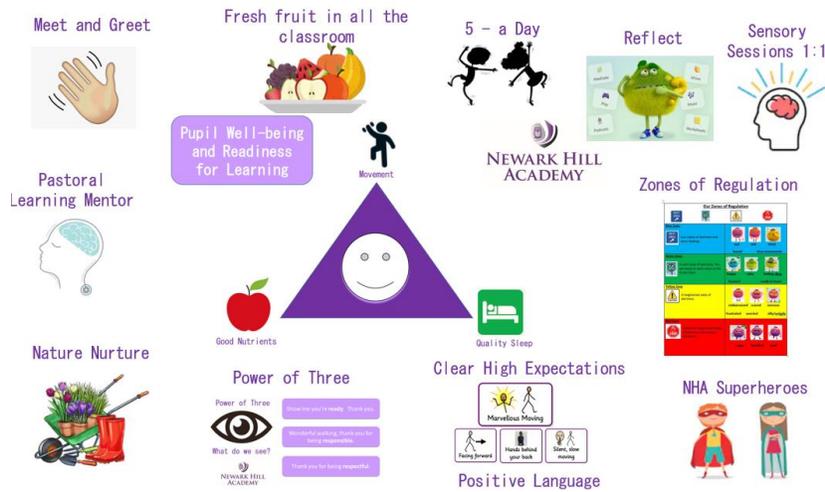


Show me you're ready. Thank you.

Marvellous moving, thank you for being responsible.

Thank you for being respectful.

The 'Pupil Well-being and Readiness for Learning' agenda (see below) is high profile across the academy and is heavily promoted in assemblies and follow up tasks so pupils can be physically and mentally healthy. The Academy Hall displays these values too.



Pupils Communicating their Needs

Our safe learning environment ensures pupils are taught and encouraged to communicate their needs and feeling so adults can intervene to support the pupils to become ready to learn and be able to manage their feelings.

Zones of Regulation

This is a framework which provides strategies to teach our pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts through support and interventions.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.



The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions. However, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Microsoft Reflect

Pupils from Year 3 access Microsoft tools on a daily basis. At the start of session, the teacher asks the pupils how they are feeling and they are taught to express their emotions or state using 'Reflect'. Support can be given to pupil who are not 'green' to ensure their needs are met so they are ready for learning.

Staff Training

Staff Training on behaviour is completed annually which include, but not limited to: Emotional Coaching, Price Principles, NHA Expectations etc. Regular updates are given throughout the year and new staff complete this during their induction.

PRICE training de-escalation techniques are delivered to all staff and a small member the team are trained to use physical intervention as a very last resort in line with the guidance in the GAT Behaviour and Exclusion policy and the PRICE principles.

Reviewing our Policy

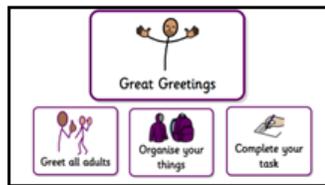
The academy tracks behaviour data and meets regularly during the Safeguarding Meeting. We use data tracked to inform the reviewing of this policy to ensure it meets the needs of the current pupils on roll.

The Academy Learning Council gather pupil voice which is used for our policy to evolve.

Prohibited Items

The GAT Behaviour and Exclusions Policy list prohibited items. Should we suspect pupils to have any of the items, a member of the Senior Leadership Team has the right to conduct a search of the person or their possession. This may include confiscation or disposal of the items following the policy stated above.

Appendix I



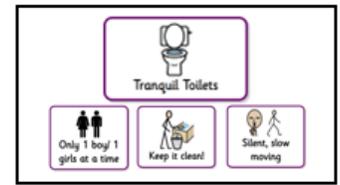
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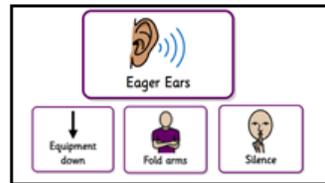
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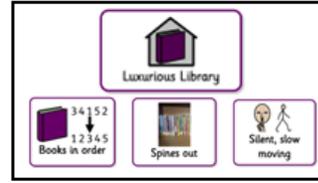
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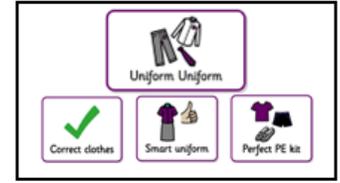
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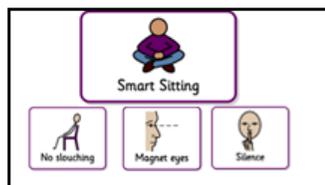
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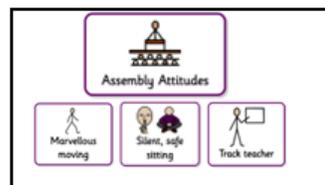
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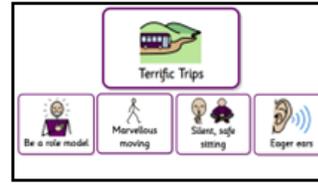
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Team Stop

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1, 2, 3

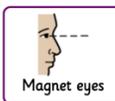
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