



## The North Walsall Way Guidance for All Colleagues

### Vision Statement

***"We are what we repeatedly do. Excellence, then, is not an act, but a habit."***

**Aristotle - Greek philosopher (384 BC-322 BC)**

At North Walsall Primary Academy, all colleagues are responsible for the future success of all the pupils we are fortunate enough to educate. We are what we do, as such, the climate for learning we create, and the ethos we promote will enable our pupils to lead successful and happy lives. The knowledge they need to progress through life will be acquired through the knowledge-rich curriculum we provide for them. As well as knowledge, we must also ensure our pupils receive opportunities that will broaden their 'cultural capital,' thus enabling them to become successful members of their community and the wider world. The climate for learning, culture, and ethos in which all pupils will be immersed in at North Walsall Primary Academy, is determined by each and every adult who works here. It is our collective responsibility to work consistently to implement the shared culture and vision of our academy – our habits are key to our excellence. Our aim is to achieve a 'Mastery' model in all we do.

Our inclusion statement is rooted in our motto –Everyone is unique! It is our philosophy to treat pupils as individuals, providing them with equality of opportunity and an education that is suited to their needs. We are an inclusive school, welcoming every child and their family, regardless of their ability or background. We are committed to ensuring high expectations for all our pupils, inspiring and encouraging them to participate and achieve in all aspects of school life. Every child is nurtured in our caring environment, as we strive to ensure each and every day that our pupils gain knowledge, skills and experiences that will remain with them long after they leave us. We recognise that adaptations may be needed to provide a better learning environment to those who are neurodiverse or/and require a bit more guidance.

### Our values – the heart of school life

**This is the North Walsall Way:**

**No-Opt-Out** – We believe that every child can succeed and that learning comes from active participation. We seize every opportunity; we are present in the moment and fully always engaged. All pupils are expected to engage with learning opportunities, and we support them in doing so by fostering a safe and encouraging environment. Mistakes are seen as valuable learning moments. Staff will remind children that it is okay to be wrong — what matters most is the effort to try and to engage. We are committed to ensuring that all children, including those with additional needs, are supported to take part and to develop confidence in 'having a go'.

**Worldly-Wise** –We foster a language-rich environment where children are encouraged to explore and use new vocabulary with confidence. Through rich dialogue, questioning, and meaningful conversations, pupils learn to express their thoughts, feelings, and ideas clearly. We recognise that children communicate in different ways and provide a variety of strategies to support every learner in developing their voice. Curiosity is celebrated, and asking questions is actively encouraged as part of our shared learning journey.



**Perseverance** – We teach children the value of determination, resilience, and consistent effort. Pupils are encouraged to work hard, stay focused, and strive to achieve their full potential. We also recognise that perseverance can look different for each child. Some pupils may need movement, sensory regulation, or other adjustments to help them stay on task and sustain their effort. By acknowledging individual needs while maintaining high expectations, we support all learners in developing a strong work ethic and a belief in their ability to improve.

**Achievement** – We aim for excellence in all that we do, recognising that education opens doors and creates opportunities for every child. All pupils are encouraged to engage fully with their learning — we promote an *opt-in, not opt-out* culture where participation, effort, and thoughtful communication are expected. We teach children to choose their words carefully, act with integrity, and persevere through challenges. We celebrate achievement in all its forms and support each learner in reaching their personal best, recognising that success may look different for every child.

## The North Walsall Way - Managing Pupil Behaviour

All adults share responsibility for pupil behaviour.

*“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” “Your attitude, not your aptitude, will determine your altitude.”*

Malcom X

**Connect Before Correct** is a fundamental principle in children's education. It emphasizes establishing positive relationships and connections with children before addressing behavioural or academic issues. This approach can promote several benefits: -

**Trust and Safety:** Fostering connections helps create an environment where children feel supported by staff. Trust is essential for their emotional well-being and willingness to engage in lessons.

**Emotional Regulation:** Building strong relationships can help children regulate their emotions. When they feel understood, they may be better equipped to manage their feelings, leading to improved behaviour and academic performance. They will feel included rather than isolated.

**Effective Communication:** Strong relationships enhance communication between teachers and children. When teachers take the time to connect with their students, they can better understand their needs and address any challenges they may face. Often, non-verbal communication becomes more effective once a connection is established.

**Motivation and Engagement:** Children are more likely to be motivated and engaged in learning when they feel connected to their teachers and peers. A positive classroom environment built on relationships encourages participation and active involvement in learning activities.

**Resilience and Problem-Solving Skills:** When children feel connected and supported, they become more resilient in the face of challenges. They are also more likely to develop problem-solving skills, as they feel comfortable seeking help and guidance from their teachers and classmates.

We believe that for our pupils to achieve their maximum potential and enable effective teaching and learning, the highest standard of behaviour in all aspects of academy life is essential. Each adult has the responsibility for promoting and developing standards of behaviour in our academy, both within their classroom and around our academy site, supervising pupils outside of our academies, and implementing our behaviour policy both fairly and consistently.



At North Walsall, we believe that pupils' and young people's behaviour and attitude are intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high-quality teaching, a stimulating learning environment and a culture of praise, recognition, equality, and self-discipline. We will implement a Mastery approach when promoting and cultivating these qualities in all our pupils.

We believe that the most effective behaviour management stems from a **warm but strict** approach. Teachers are expected to demonstrate high expectations alongside genuine care, consistency, and respect. Being warm and strict simultaneously communicates to pupils that they are both valued and accountable. This approach fosters independence while providing clear boundaries and support.

Authoritative teachers do not seek to blame. Instead, they use restorative conversations to guide reflection and resolution. They are open to listening, considering pupils' perspectives, and encouraging respectful dialogue. While teachers maintain responsibility for decisions, they also recognise that other viewpoints may be valid. Encouraging pupils to ask questions and explore alternative approaches deepens understanding and supports engagement.

By modelling respectful debate and negotiation, we help pupils to develop social competence, responsibility, and emotional regulation. Consistent use of a warm–strict philosophy enables all learners to thrive in a supportive yet structured environment.

### Clarity, consistency and high expectations

Pupils need to clearly understand what is expected of them, and our expectations should remain consistently high for all learners. Clear, calm, and consistent communication of routines and expectations helps pupils feel secure and ready to learn.

In instances of more serious or persistent behaviour, senior leaders, the SENDCo, and the pastoral team will be involved promptly to ensure the most appropriate support is in place. This may include assessing how the child can be best supported both in the classroom and throughout the school day. If a pupil does not follow an instruction, this must be followed up. Staff should consider whether the instruction was understood and accessible, particularly for pupils who may require adjustments.

All staff are expected to implement the school's behaviour policy consistently and fairly. Where appropriate, individualised strategies such as behaviour support cards, planned conversations, or regulation breaks should be used in collaboration with the SEND and pastoral teams. Open, ongoing communication with parents and carers is essential when applying both behaviour sanctions and rewards. This partnership helps ensure that pupils receive consistent messages and understand the relationship between their actions and the consequences or recognition they receive.

### Strong voice

All staff are expected to use a *Strong Voice* and promote *Firm, Calm Finesse* when interacting with pupils. These approaches help establish clarity, control, and respect, particularly during moments of potential disruption or heightened emotion (Lemov, 2015). A Strong Voice involves using intentional verbal and non-verbal cues — including a formal register, controlled tone, purposeful body language, and confident eye contact — to reinforce authority and maintain a calm, structured learning environment.

However, we recognise that a one-size-fits-all approach is not appropriate for all children. Some pupils, particularly those with SEND, may find strong or loud voices overstimulating or distressing. In such cases, adults should adapt their approach accordingly. This may include using a softer tone, social stories, visual prompts, or flashcards to gain understanding and compliance without escalating distress. Similarly, while eye contact can be an important non-verbal signal, it must never be forced; if a child is uncomfortable, staff should adjust accordingly and avoid behaviours that may be perceived as intimidating.



Staff should always maintain an economy of language — speaking concisely and clearly — and should avoid talking over pupils during moments of dysregulation. These techniques are not only more effective in managing behaviour, but they also help reduce anxiety and support a sense of safety and structure for all learners.

Maintaining *Firm, Calm Finesse* ensures that adults model poise, purpose, and respect, creating an environment where pupils can thrive. These values are embedded in our “Academy Way,” which guides staff in fostering exemplary behaviour and modelling high standards for all pupils, every day.

### **Whole School Good to be Green**

In each classroom there is a ‘Good to be Green’ chart displaying pupils’ names. Behind each name there are three cards (Green, Orange, Red) which are used alongside praise and rewards. Pupils who are green all week will be rewarded with five Reward (Positive) points on a Friday.

All adults will routinely send ‘WOW’ certificates home, these will be announced during a Friday assembly. Adults will allocate Reward points, stickers and positive praise feedback.

Reward Points can be awarded for the following;

Academic Excellence (1)

Mindful Manners (1)

Perseverance (1)

Following the NWPA Way (1)

Good to be Green (5 points to be given at the end of a week for any child who has remained ‘Green’ all week)

Please note, staff are not permitted to create additional points.

Certificates will be given out to pupils who receive Reward Points. This will be tracked and awarded by C.Walters.

50 = Bronze.

100 = Silver.

200 = Gold.

300 = Platinum + Prize.

Class Reward points will be reset at the beginning of the next half term.

We are guiding staff to ensure that a class receives a minimum of 20 reward points per day. A member of staff can use their professional judgement for situations which may go reasonably beyond this.

Once a class reaches the following milestones they will receive the rewards below:

1,000 Class Reward Points - 15 mins fun activity

2,500 Class Reward Points - Extra play

5,000 Class Reward Points - Cooking Activity

10,000 Class Reward Points - Bouncy Castle

All Reward Points must be recorded on Bromcom by 4pm on the day they are given.

All adults are to take ownership of the behaviour within their class. Analysis will be completed every half term to ascertain the rationale behind Orange/Red cards. All adults will implement restorative practice sessions to address any behaviour concerns within their class where necessary. Occasionally pupils will need a reminder of behaviour expectations in school. Staff will use:

## Non-verbal reminder (e.g. the 'look')

**Verbal warning-** When a pupil is not following instructions, a calm and clear verbal warning should be given. If the behaviour is not intentional — for example, if the child has SEN and struggles to wait their turn or urgently needs to speak — staff should respond with understanding. Options such as briefly allowing the pupil to speak, or encouraging them to write it down, can help minimise disruption while meeting their needs. This approach supports positive behaviour without escalating the situation.

**Orange card-** An orange card will result in one playtime being missed. If this happens before morning breaktime then it will be an immediate sanction. If it happens after morning break, it will be a sanction that carries over to the next day. The sanction will be a missed breaktime served in the Small Hall. This must be recorded on Bromcom by 4pm on the day of the incident. The teacher should work with the TA to escort any students who are due to serve a sanction to the Small Hall at the beginning of break time, and the escort them back from the Small Hall at the end of breaktime.

If a pupil continues to demonstrate behaviour that is not in-line with the class/school rules they will be instructed to change their card to red. This results in a further consequence. Red card letters must be dated and be given to parents at pick up on the day of incident by the adult who gave the child the red card. This must be recorded on Bromcom by 4pm on the day of the incident. The consequence for red cards are as follows;

**1st Red Card** – Two missed playtimes. (Same procedure as orange for missing playtime) Tally chart to be completed.

**2nd Red Card** – After school reflection on a Friday with Miss Chloe from 1:00pm until 1:30pm. Served in Main Hall. If a 2<sup>nd</sup> Red Card is given on a Monday through to Thursday, the reflection will be served the same Friday. If the 2<sup>nd</sup> Red Card is issued on the Friday, the reflection is then served on the following Friday. Class teacher and Member of the Behaviour Team to meet with parents to discuss behaviour (Class Teachers are to arrange this with parents. 48 hours notification must be given to parents for this meeting).

**3rd Red Card** – Behaviour referred to Behaviour Team. Meeting with parents to be held by the Behaviour Team and an SLT member. A discussion with the SENCO if necessary. A one-day internal isolation, followed by a report card being issued for the period of one week initially. After this period a review meeting will be held with parents and the next steps discussed. Report card to be sent to a member of the Behaviour Team at the end of the day. There will be rare occasions when a pupil's behaviour will result in their card being changed straight to red. These include (but are not limited to) swearing, spitting, lying, physical violence, or discriminatory language or abuse when directed against somebody's legally protected characteristics.

Class teachers are to keep a Red and Orange Card tally chart on the Behaviour Board within the classroom.

All Orange and Red cards are to be recorded on Bromcom by the adult who issued the card. Pupils need to be recorded individually if a red card is issued. All incidents to be recorded by the end of the day 4pm latest. If a pupil receives more than 3 red cards within a half term period, they will be excluded from any additional celebrations (e.g. parties, performances etc) at the discretion of the Behaviour Team or the Principal. Parents must be informed prior to the event if this happens. Pupils are not to be excluded from educational visits, unless the safety of the child is in question or the safety of others as a result of a pupil's behaviour direct or indirect. Following a period of time on a report card if no improvement is seen and negative behaviour continues this will result in further isolations or suspensions; meetings with parents/carers to seek possible external support and possibly, as a last resort, suspension. A suspension will only take place once all other possibilities have been explored and consequences have been issued and there is still no improvement in behaviour or where a child's presence is of a serious concern. Suspensions are usually fixed term for 1, 2, 3 or more days.

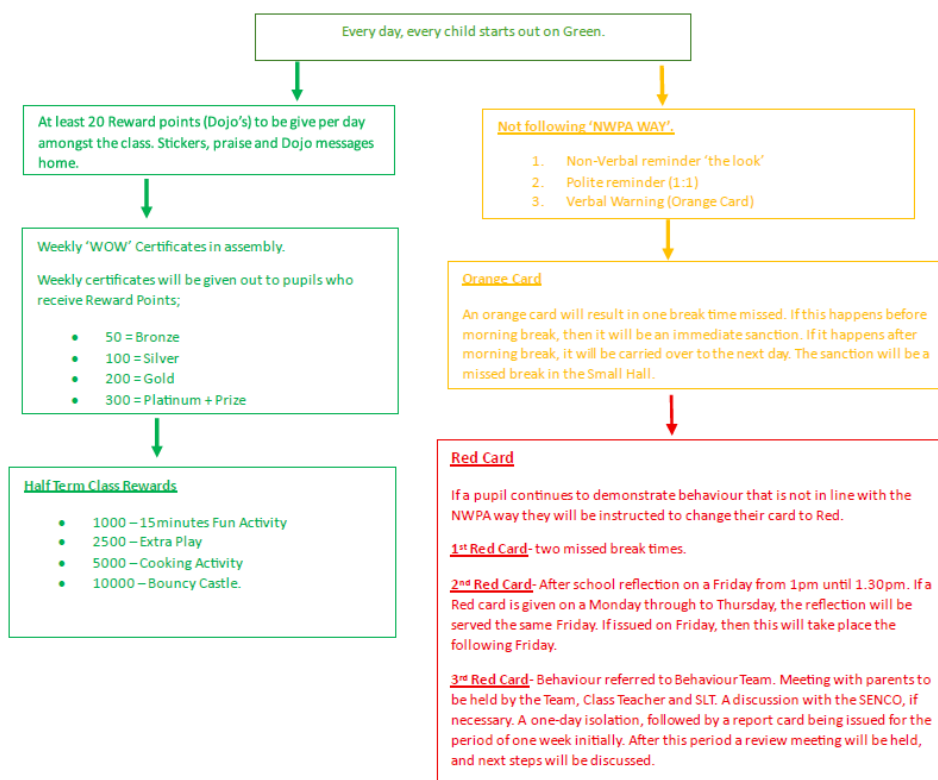
In extreme cases the Principal reserves the right to Permanently Exclude a child for either persistent repeat offending, or for an isolated but extreme incident.



## Non negotiables:

- All red cards to be recorded on Bromcom and on tally chart in class and photocopied every half term and placed into behaviour folder. This will be monitored by C.Walters.
- All orange cards to be recorded on Bromcom and tally carts and photocopied every half term and placed in behaviour folders. This will be monitored by C.Walters.
- All orange/ reds to be recorded on the day on Bromcom.
- All orange/ reds to be reset each half term.
- All classes to display the behaviour flowchart, NWPA Way poster, SLANT poster and Good to be Green chart.
- All staff to use the language 'You have made the wrong choice'. The word 'naughty is banned!'
- All staff must be alert to the causes of the red cards in their class and build this into PHSE, Picture News time.
- All class based staff must take ownership of the behaviour in their class, the behaviour team will always be there to support, and contact with parents for the 1<sup>st</sup> red and discussions with pupils for all red cards must be held with the class based staff with the added involvement of the behaviour team at the specified points. When holding meetings, ensure adults have signed in at the main office, you are in an open space if alone with the door open and staff close by. Adults attending the meeting should be treated with respect, meetings are private and confidential, not to be discussed in front of other parents.
- Cards to only be turned back to green the following day.

## NWPA Behaviour Flowchart



**All Orange/Red Cards must be recorded on Bromcom by 4pm on the day of the incident.**





## The North Walsall Way - Relationships

### Warm Strict

Lemov's **Warm/Strict** technique is an example of authoritative teaching, which combines high involvement and warmth with high demands and inflexibility. Authoritative teaching, along with authoritative parenting, results in the best outcomes, highest self-esteems, and most independent students. Lemov, 2015. Therefore, a positive – communicative relationship is established between school and home.

Getting to know the pupils at the academy is a vital part of our job. Building strong relationships means pupils trust us with their education. Take the approach of "Warm Strict". Pupils should always refer to adults by their surname or 'Sir/Miss/Mrs' and ensure they know where appropriate boundaries in the pupil/ teacher relationship are. Learn about your pupils but ensure that they know their education is your utmost priority. Good relationships are built out of structure and high expectations.

All adults must treat all pupils with respect and in return must demand the same; again, inconsistency breeds ambiguity for all. Manners are an expectation, as such they must be modelled by all adults all the time. Pupils must be taught how to use manners and value the meaning they carry; manners are a pillar of the North Walsall community and represent who we are and who we want our pupils to become. This will begin with pleasant and welcoming greetings such as: 'good morning/afternoon' and we will always utilise 'please' and 'thank you' within our daily dialogue with both pupils and peers. Teacher-pupil relationships are important, and built on trust; trust is established by sincerely executed norms and routines (habits).

Rewarding positive pupil behaviour is one of the most important aspects of our work. We must implement our rewards policy with consistency and ensure we are rewarding what exceeds our expectations not what is considered a general expectation. Pupils must strive for excellence in all aspects of their education and we as teachers need to have the highest of expectations, regardless of circumstance. Rewards are best received when one has worked hard to achieve them - Mastery of one's behaviour – promotes self-regulation of the highest standard.

As adults we will reward by 'Positive Reframing' pupils to do better work, whilst motivating and inspiring them by using a positive tone and delivering constructive feedback. Adults will use 'Precise Praise' by making their positive reinforcement strategic, ensuring differentiation is clear between acknowledgment and praise. Finally, adults will implement the 'Joy Factor,' by celebrating the work of learning as you go.

### Consistency

**"We become what we want to be by consistently being what we want to become each day". Richard G. Scott**

What matters most is that we act consistently together. We must all sing from the same hymn sheet; we are one voice and promote a single set of values and procedures - A Mastery approach. Being inconsistent undermines our culture and shows pupils that some adults do not care as much as others. This in turn creates a perception with pupils that some adults are more important than others. It is therefore critical that we apply sanctions & praise in a consistent manner. Inconsistency breeds ambiguity and brings in to question the vision and ethos of school life. When pupils are clear on expectations, they feel safe in the knowledge that they will be treated fairly and will respond accordingly. All adults hold equal authority in the eyes of the pupils at North Walsall and is the norm not the exception to the rule.

**'Consistency is the foundation of all habits' Tom Bennet, 2020**

We will actively strive to break bad habits, and create new positive ones, habits that are conducive to the culture, vision, and ethos of the academy. Habits are embedded over time and become the foundations of all we do at North Walsall. Bad habits breed inconsistency and this undermines the culture, vision, and ethos we are striving to achieve.

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This, again, creates a perception that some adults care more than others or are more important than others. Therefore, we will maintain the highest levels of consistency in all we always do.

Norms and routines form the foundations for consistency at North Walsall. All adults will establish a safe, calm, purposeful learning environment for all pupils. Adults will establish 'norms and routines' they will be clearly defined for all pupils; modelled by all adults at all times and embedded. We are what we do.

## Expectations of Conduct in Lessons

**"We are always accountable for our actions. It is our responsibility to be informed about the requirements of the professional standards by which we measure ourselves".**

At NWPA all adults have high expectations of all pupils and are passionate about delivering a Mastery curriculum. This is a curriculum in which teaching is inclusive and whole class teaching is characterised. Pupils are presented with **low threshold high ceiling** tasks, which offer all learners the opportunity to get involved and build upon their learning in small, manageable steps.

We understand the importance of a solid foundation in building knowledge, so that fundamentals are embedded reducing cognitive overload when developing the depth of learning. We have the belief that all pupils can achieve. These foundations are embedded through the following strategies:

**No-Opt Out-** Adults have high expectations of pupils even if they do not have high expectations of themselves. Where pupils are unsure of an answer, they are encouraged to have a go and then repeat the correct answer after the adult.

**100%-** The standard set by the adult in the classroom is 100% compliance. Adults achieve this through a warm and positive tone yet crisp and orderly. Pupils should not question if something was meant for them. If an adult is achieving less than 100% their authority is subject to interpretation, situation and motivation.

**SLANT – Tracking Me-** This includes five key behaviours to maximise pupils' ability to concentrate, focus and learn.

**Cold Calling –** All pupils should be prepared to answer questions, whether or not they have raised their hand. This keeps everyone engaged and focused. For pupils who may feel anxious about being called on suddenly, offer them a chance to respond privately first or give a brief heads-up before addressing the whole class. This ensures they feel supported while still encouraging active participation.

**Right is Right –** The difference between partially right and completely right. Adults should set a high standard of correctness. Do not accept an incorrect answer. Improve it then say it back to the pupil. Do not betray the pupil into thinking they can do it when they cannot. However, it's important to adjust the approach for pupils who may become distressed. Instead of saying "that's wrong," offer gentle guidance.

**Not getting out of seat-** Pupils are to remain in their seats during lessons unless otherwise instructed by an adult. We understand that some pupils may need to move for sensory breaks, stimming, or self-regulation. With permission, pupils can leave their seat briefly to meet these needs without disrupting the class.

Where possible, our teaching is presented following the Dual Coding Theory (Paivio 1971). This enables all adults to access the visio-auditory pathway of their learners so that greater information is encoded and retrieved by the long-term memory reducing pressure on the working memory. The use of images and words combined is much greater and powerful than the use of images and words alone (Richard Mayer).

To supplement teaching & learning, the academy utilises Knowledge Organisers, which allow organisation of essential information that is regularly referred to during retrieval practice. This promotes inclusivity and allows all pupils to take some responsibility of their learning and understand where their gaps are, information is then elaborated on during lessons, thus promoting 'meta-cognition'. Regular retrieval practise is imperative as it activates retrieval aids





retention (Roediger et al 2011).

Learning behaviours that promote a calm, reflective and productive environment, allow for education equity. All adults deliberately and actively engage in a range of Lemov behaviour techniques, ensuring a consistent approach to managing behaviour across the academy and apply a 'Warm-Strict' approach to all situations.



## The North Walsall Way - Expectations of Conduct Around the Academy & on the Academy Grounds

**“The standards you walk past are the standards you accept”. David Hurley**

Adults have a responsibility to maintain and promote the highest standards and expectations everywhere within the academy and on the academy grounds. Each adult has the same level of authority as the next when it comes to upholding standards and promoting the positive culture and ethos of the school; we always act as one with one voice. Challenge is key, if you see a pupil or colleague behaving in a way that undermines the culture and ethos of the academy or does not meet the high behavioural standards the academy prides itself on, then this must be challenged by all.

Even the smallest infringement of academy rules must be addressed, with the expectation that students will comply with immediate effect. If you are unable to intervene effectively at that time, let the pupil know that you have seen it and that you do not condone it, and carry on. This must then be addressed at a later stage; it must not remain unaddressed. We will uphold the following norms (habits) within the academy building:



## What should we see?

- Silent corridors; walking on the left-hand side, with walking hands.
- Hoods/ hats will not be worn indoors.
- Pupils will wait to allow adults passed as a sign of respect in corridors.
- Adults will greet all pupils with a polite gesture – Good morning, good afternoon and a smile.
- Affirmation of compliance will be recognised by all adults at all times: “Well done on your smart appearance,”
- Correction for non-compliance will be vocalised by all adults at all times: “Tuck your shirt in please.”
- Staff to check the presentation of children in their class before they leave the classroom.

On the playground there will be a minimum of one adult at all times. If you are to be absent, ensure that your duty is covered. If it is an unplanned absence, ensure you highlight any duty that needs to be covered when reporting the absence. Radios must be worn outside for break duty and adults must wear their school coat or fleece to ensure they are easily recognisable at a distance. First aid is a priority, if the pupil can be dealt with on the playground do so, if not, radio for an adult to support with first aid.

Do not tolerate any form of play fighting. This kind of behaviour is not appropriate behaviour for school and often escalates into further acts of aggression and meaningful fighting, resulting in injury. Be noticeably clear on this – no manhandling one another. Kind hands and feet at all times. Adults will engage with pupils during break times, leading play, and refereeing games.



## The North Walsall Way – Pastoral/Inclusion Responsibility

### Inclusion

Our inclusion statement is rooted in our motto –Everyone is unique! We treat pupils as individuals, offering equal opportunities and tailored education. We are an inclusive academy, welcoming every pupil and their family, regardless of their ability or background. All adults are committed to ensuring high expectations for all our pupils, inspiring and encouraging them to participate and achieve in all aspects of academy life. Every pupil is nurtured in our caring environment, as we strive to ensure each and every day that our pupils gain knowledge, skills and experiences that will remain with them long after they leave us.

#### **All adults will ensure that:**

- All pupils are fully immersed in the learning process.
- They adapt systems and structures to meet the needs of pupils whatever their disability, learning difficulty or personal circumstances - whilst maintaining a Mastery approach where possible.
- They enable pupils to participate in the life and work of the academy to the best of their abilities, regardless of need.
- They recognise and value the diversity of cultures, languages, religions, opinions and beliefs in society as a rich resource to support everyone's' learning.
- They foster and sustain relationships between our academy and the local community.
- They set and monitor achievable targets that challenge the learning capabilities of all pupils.

#### **Creating inclusive cultures through building a community ensuring that:**

- Adults work together to include everybody.
- Adults and pupils treat each other with respect.
- Adults work in partnership with parents.
- Adults and governors work together to include all stakeholders.
- All local communities are involved with the school.

#### **Evolving inclusive practices through orchestrating learning ensuring that:**

- Learning is responsive to diversity amongst pupils.
- Learning is accessible to all pupils.
- Learning develops an understanding of difference.
- Adults encourage pupils to learn collaboratively.
- Adult's plan, review and teach in partnership with their colleagues, pupils, and parents.
- Adults encourage parents to work in partnership with the academy to support the learning and participation of all pupils.
- All pupils have access to all learning activities outside the classroom as well as access to extracurricular activities.
- All pupils are given access to an assessment system that enables them to demonstrate their progress and achievement.

### **At North Walsall Primary we are immensely proud to hold the IQM Flagship Status**

**“Staff morale is incredibly high at NWPA, a reflection of the positive, nurturing culture fostered by the Headteacher (Sabrina Khera) and the Senior Leadership Team. Staff consistently described the school as “inclusive and friendly,” with one staff member noting, “everything we do is for the children in terms of provision.” Staff feel well-supported in the classroom, with the SENCo (Steph deSouza) and SENCo Assistant (Georgia Sims) readily available to guide provision and offer practical support. - Dritan Sadiku June 2025**



## **Nurture Provision**

### **Aims:**

- To provide a secure and reliable small class setting where pupils can learn by re-experiencing pre-school nurture from adults who actively work towards enabling their successful reintegration into their mainstream class. Children will have a maximum of 4 terms.
- To help pupils learn to behave appropriately, use their curiosity constructively, improve self-esteem and develop confidence through close and trusting relationships with adults and their peers.
- To provide on-going assessment and support for pupils showing signs of emotional stress and behavioural difficulties with the aim of enabling them to access the curriculum and participate fully in school life.
- To work in partnership with all adults to enable consistency of approach both at home and at school.

The Nurture Group continues the ethos of an already nurturing environment within NWP and provides inclusion for all pupils promoting our Personal Development Provision. Therefore, the pupils are supported within The Rainbow Room to raise their emotional well-being, self-esteem and have a sense of belonging to the school community. We provide a structured routine with clear boundaries so the pupils feel safe and secure. All adults and pupils in the nurture group follow the restorative practice model to ensure consistency across the academy.

## **The Rainbow Room**

The Nurture Group enables pupil assessment of both academic learning and the social and emotional development needed to remove barriers to learning. As the pupils learn academically and socially, they develop confidence, becoming responsive to others, develop self-respect and take pride in their behaviour, in cases where this may have been previously lacking.

Nurture support is not limited to the nurture group, as an academy we will embed the nurturing principles and practice at a whole school level, providing appropriate support for all pupils. All adults will work collectively to maintain strong teacher/pupil relationships throughout the pupils' stay in nurture. All adults involved with the pupils will be expected to contribute to individual Boxall Profiles that are used to record the impact of the nurture provision alongside our academic assessment metrics. Parents will be informed on a termly basis of their child's progress in line with our SEND plan, do review policy.

**“The DFE evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes.”**

Not all pupils are ready to meet the social and intellectual demands of academy life. Research shows that a child can learn best when they have strong self-esteem, a sense of belonging and resilience. All adults will strive to develop pupils' resilience through everyday challenges throughout the curriculum. This is further enhanced through our Personal Development Provision including our PHSE curriculum unwavering focus on pupils' spiritual, moral, social and cultural (SMSC) development.

Nurture groups were originally developed in 1969 by educational psychologist Marjorie Boxall, who famously said:

**“If the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child.” Majorie Boxall**

At North Walsall we act quickly to identify any needs beyond the academy's expertise and ensure all pupils are able to access the appropriate support and provision. Adults will liaise with outside agencies and parents to gather a holistic view of the pupil. This will be closely monitored over an appropriate, clearly defined period and reviewed regularly.





## Pastoral Systems

Pupils at North Walsall Primary have the opportunity to experience a range of pastoral interventions with the intent of improving their own resilience and developing the ability to overcome hardships or difficulties they may face presently or in the future, with strength and determination. Pastoral interventions are primarily carried out by the academy's Pastoral Mentor in the Rainbow Room; the academy also has access to a play therapist, Educational Psychologist, and/or outreach from Cadmus Inclusion.

The pastoral team will conduct daily check-ins as these are an important part of the pastoral care that we offer and are part of the Restorative Approaches that we follow. An adult will check-in with all pupils during morning registration. An adult will follow up with any pupil who may need further support. Additional targeted support systems are also in place for identified pupils.

Adults will ensure that pupils are emotionally secure; in a place of safety, which enables them to access the other aspects of the curriculum that the academy offers. The academy Special Educational Needs and Disabilities Co-Ordinator (SENDCO) will monitor the provision in place and support all adults to identify pupils who may need additional nurture provision; in turn assessing the impact of this provision and planning next steps for the pupil.

Adults will:

- Provide an environment which will support the emotional health, development and well-being of all pupils.
- Support pupils in developing social, emotional, and behavioural skills within the academy setting.
- Support and empower families who may be experiencing difficulties.
- Promote relationships and interactivity between parents and academy, raising parental awareness of learning, the importance of education and regular attendance at school.
- Meet with parents to discuss and defuse any barriers that may prevent pupils from being able to attend school.
- Provide individual and small group support for pupils.
- Help to develop pupils' social, emotional, and behavioural skills.

## The North Walsall Way - Leading by Example

**"Setting an example is not the main means of influencing others, it is the only means". Albert Einstein**

All colleagues must demonstrate the behaviour and language we expect to see from others. All adults will behave in a way they would like their pupils to emulate. Therefore, adults dress code is formal attire, in-line with the academy's Code of Conduct; exemplifying to all pupils that their own attire (uniform) is of utmost importance. During off-site visits or when carrying out break or lunch duty, all adults are required to wear their North Walsall Fleece, Coat or Polo T-shirt.





All adults will normalise punctuality by being on time for lessons and duties, utilising every opportunity to reinforce pupils' own punctuality. Adults will normalise humility, gratitude and kindness at all times taking care to always speak to one another with the utmost respect. Failure to do so will be challenged as it jeopardises the culture and ethos within the academy. Every adult sets the standard for the entire school, we are a team and never undermine one another. When all adults act as one and show unity, students will feel safe and secure.

**“Being a role model is the most powerful form of educating. Youngsters need good models more than they need critics”. John Wooden**

As a senior leadership team (SLT) our role is to enable learning to take place free from distraction. We will lead by example in all aspects of the North Walsall Way, will actively support all adults, endeavouring to remove all unnecessary workload and ensuring that the culture within the academy supports learning. We will maintain high expectations constantly, and we will never ask someone to do something that we would not do ourselves.

We will be visible to adults, pupils, and parents daily. We always smile and use positive language, as adults and pupils look to us for support, guidance, and reassurance. We will always support adults when needed, but we will not take over and undermine their autonomy, consequently disempowering them. Instead, we will equip them with the tools they need to be success in all situations no matter the context. We will do this by implementing a coaching model, enabling adults to defuse situations with the support of the SLT.

As an SLT we will be always present, and conduct face-to-face conversation wherever possible, as this avoids ambiguity. We will use economy of language when communicating via email, to ensure any ambiguity is mitigated as much as possible. We will endeavour to provide the highest quality CPD that enables all adults to reach their full potential.

**Our reputation is our most valuable asset. We earn it every day with the choices we make, and we all share the responsibility to preserve and protect it.**

