



Park Grove
PRIMARY ACADEMY

Policy Number

3 PG

**Park Grove – School Specific
Behaviour Policy**

Signed:

Date: July 2017

Review Date: December 2019

Review Period: Every 3 years
(by Local Governing Body)

AIMS AND EXPECTATIONS

It is a primary aim of Park Grove Primary Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school and our values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can learn and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Every member of the school community has a number of rights:

- I have the right to be treated with respect
- I have the right to be surrounded by good manners
- I have the right to play safely
- I have the right to be included
- I have the right to hear positive language

However, the primary aim of the behaviour policy is not a system to enforce rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work in an effective and considerate way.

- The school expects every member of the school community to behave in a considerate way towards others.
- The adults in school provide positive role models for the children.
- We treat all children fairly and apply this behaviour policy consistently.
- We recognise the importance of good self-esteem and a positive self image for all children.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school accentuates and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

STATUTORY CONTEXT

Education and Inspections Act 2006; School Standards and Framework Act 1998; Education Act 2002; Equality Act 2010; SEN Code of Practice 2014

ENCOURAGING POSITIVE BEHAVIOUR

We praise and reward children for good behaviour in a variety of ways:

- Teachers and support staff give children immediate recognition of success within each class (e.g. star catchers, merits, marbles, etc).
- In addition to our whole school rules, children produce their own class rules or 'class charter' which are/is displayed clearly within each classroom. This promotes a sense of ownership which encourages the children to behave positively.
- Class reward systems are displayed clearly and may include – individual, group and whole class. Class teachers will use these as appropriate.

- We nominate children from each class for special Good Work certificates to acknowledge consistent good work, positive attitude, outstanding effort or acts of kindness in school. These certificates are given out in Good Work Assemblies on Fridays.
- Children are offered jobs with responsibility and are invited to help in school.
- We also acknowledge all the efforts and achievements of children out of school by encouraging them to bring certificates or items they have made etc. to show in Good Work Assemblies.
- The tree of kindness is used so that children can nominate their peers in recognition of positive behaviour.
- Our lunchtime staff choose children who display good behaviour to sit at the Golden Table on Fridays. Chosen Golden Table children are encouraged to invite a friend to join them.
- We send out praise postcards each week to two nominated children from each class. These postcards are addressed to the children and posted home in recognition of their successes.
- Key Stage Assemblies focus on the development of positive attitudes and values.
- Our PSHCE curriculum encourages children to think about what it means to play a responsible part in our school community.
- We have a 'Buddy Bench' on the playground which children can go to if they need someone to play with.
- Headteacher Behaviour trophies are given regularly in assembly.
- Volunteer children from year 5 and 6 are trained as playground buddies. Playground buddies help look after children at break times and can help children resolve conflicts. They are regularly supervised by staff and will always involve an adult if there is a serious behaviour issue.

ASSERTIVE DISCIPLINE AND CONSEQUENCES

The School has high expectations of behaviour and in order to ensure a safe and positive learning environment, staff deal with the different instances of inappropriate behaviour according to the Assertive Discipline structure.

We expect children to listen carefully to instructions in lessons. We expect everyone to treat others with respect and speak properly and politely with others. If they do not do so, we will give children 3 warnings with consequences for time missed at playtimes or lunchtimes. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, perhaps at playtime or lunchtime. If a child misbehaves repeatedly, we remove the child from the rest of the class until s/he is in a position to work sensibly again with others.

Consequences in the Classroom

Consequences should be clearly displayed in each classroom.

Assertive Discipline Structure

1. A verbal warning (telling the child that their behaviour has been inappropriate and explaining what will happen next).
2. A written warning (e.g. sad face or name on the board and begin consequences – 1 minute of playtime lost/time out in early years).
3. A second written warning – 2 minutes of playtime lost/time out in early years.
4. A third written warning – 3 minutes of playtime lost/time out in early years.

A traffic light system or an alternative visual representation of the above structure may be used.

At any point during this process, teachers may feel that it is necessary to move children to another part of the classroom in order to focus on their work. Some children benefit from alternative preventative measures and these may be put in place at the discretion of the class teacher. In some instances, it may

be necessary to ask the child to work in another classroom. If children are asked to work in another classroom the teacher will inform the child's parents verbally on the same day and record the information on CPOMS.

5. If children are sent out of the classroom more than twice over a two week period, they will be put on a weekly behaviour report or sticker chart and parents/carers will be invited in to speak to class teacher and a member of the Senior Leadership Team.
6. The general assertive structure needs to be flexible. The teachers will use their expertise and their knowledge of the children in their class to adapt it appropriately. Some children will not respond to the general assertive discipline structure. They may require an Individual Behaviour Plan detailing the behaviour we wish to promote and the strategies deployed to achieve it. The content of the plan will be discussed between the pupil support team, the teaching team, the parents/carers and the child. Extra learning support will be allocated if necessary. All staff, including the midday supervisors, will be informed of the IBP so as to guarantee a coherent and effective approach throughout the school day.

Supply staff should be informed of our Assertive Discipline structure.

Each class has a Behaviour pack which includes a red card. If additional adult help is required, a red card may be sent via a reliable child.

Consequences at Playtime and Lunchtime

We expect children to show the same respect to adults and each other during their break-times as they do in the classroom. If a warning is issued to a child at play or lunchtimes, this will be communicated to the class teacher and added to the classroom Assertive Discipline record. For low level incidents children will be asked to sit on the 'time out' bench (bench attached to the shed near the infant doors) for five minutes. If a child is persistently misbehaving or disrespectful at play or lunchtime the class teacher and/or a member of the Senior Leadership Team will be informed.

If serious incidents (e.g. swearing, physical violence, bullying, racial abuse) occur during play or lunchtimes, children will be taken to the allocated timeout room where a member of staff will make it a priority to deal with the issue. Children will miss the remainder of playtime in 'Time out'. There will be a rota of staff to supervise 'time out'. The children will complete a reflection sheet which they will take back to their own classroom. These forms should then be saved in the behaviour pack and recorded on CPOMS. All serious incidents will be reported to the Senior Leadership Team who will make the ultimate decision regarding further action to be taken.

Pupils' conduct outside the school

Sanctions and rewards will also be applied to children's behaviour outside the school, in certain circumstances. For example, when the child is taking part in any school-organised or school-related activity or is in some way identifiable as a pupil at the school or where misbehaviour could have repercussions for the orderly running of the school or pose a threat to another pupil. Lunchtime and afterschool clubs which are run through school should follow school behaviour policy and incidents of inappropriate behaviour should be reported to the class teacher. Serious incidents may result in the child missing a week of the club.

BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Department for Education July 2011). Any such behaviour will be dealt with under the school's Control of Bullying policy.

THE ROLE OF ADULTS IN SCHOOL

It is the responsibility of adults in school to ensure that the school rules are followed both in and out of class, and that children behave in a responsible manner at all times.

All adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All adults treat each child fairly and make sure that the Assertive Discipline structure is consistently applied. Adults treat all children in school with respect and understanding.

The school has a pupil support team whose role it is to offer support to children and families. They will work together with children who have Individual Behaviour Plans and support children with behaviours issues (e.g. friendship group problems). Where support is required from external agencies this will also be coordinated by the pupil support team.

The class teacher reports to parents about the progress of each child in their class in the annual written report to parents. Parents should not learn about concerns or difficulties for the first time from the written report. The class teacher may contact a parent if there are concerns about either the behaviour or welfare of a child.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher and the Senior Leadership Team to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions (either internal or external) to individual children for serious acts of misbehaviour. Serious acts of misbehaviour might include swearing, acts of physical violence, bullying or racial abuse.

THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain our expectations of behaviour through this policy on the school website and we expect parents to read these and support us.

We expect parents to support their child's learning, and to co-operate with the school. We build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and if the situation is still not resolved, the chair of school governors who has a monitoring role concerning behaviour and discipline. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Staff and governors can be contacted via the school website.

THE ROLE OF GOVERNORS

The governing body has the responsibility of reviewing these general guidelines on standards of discipline and behaviour and their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

MONITORING AND EVALUATION

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour. The class teacher records significant or regular classroom incidents through CPOMS.

The Headteacher keeps a record of any pupil who is excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

LINKED POLICIES: Control of Bullying policy, Equalities Policy, Allegations of abuse against staff policy, Attendance.

REVISED BY: L Martindale C Shelton H Steel

DATE: July 2017

NEXT REVIEW: September 2019