



Park Grove
PRIMARY ACADEMY

Policy Number

**Park Grove – School Specific
Behaviour Policy**

Signed:

Date: July 2021

Review Date: July 2024

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

AIMS AND EXPECTATIONS

It is a primary aim of Park Grove Primary School 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

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. stickers, moving along the behaviour chart, raffle tickets etc).
- Classes will discuss our whole school rights throughout the year and how they can abide by them. This promotes a sense of understanding and ownership of the school rights which encourages the children to behave positively.
- A consistent behaviour system is used in all classes to support childrens' understanding of the positive behaviour expected from Reception all the way up to Year 6.



- 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 weekly in Good Work assemblies.
- 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 key stage assemblies.
- The tree of kindness is used so that children can nominate their peers in recognition of positive behaviour which are presented during Good Work assemblies.
- 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.
- Children can earn lunchtime tokens for good behaviour in the lunch hall. The tokens add up to class prizes.
- We send out praise postcards to children from each class. These postcards are addressed to the children and posted home in recognition of their successes in class and around school.
- Key Stage Assemblies focus on the development of positive attitudes and values.
- Our PSHE 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 Years 1 - 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.

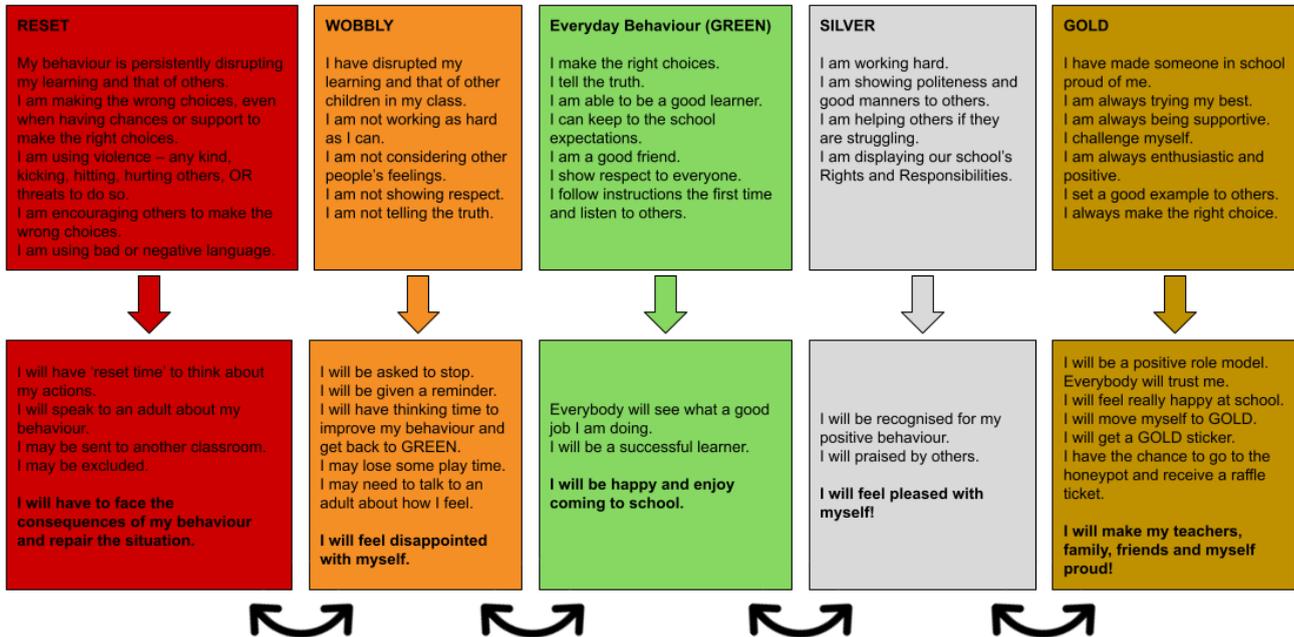
ASSERTIVE DISCIPLINE AND CONSEQUENCES

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, children will be given warnings and chances to improve their behaviour. Consequences for their behaviour may also be explained e.g. 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.

Behaviour Consequences

1. A clear visual representation of the behaviour structure is shared and displayed in every classroom.
2. The behaviour expectations document is shared with the children so they understand what each colour represents.
3. Staff to refer to the Behaviour Expectations chart (below) for any child reaching orange (wobbly) or red (reset).



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. Low level behaviour incidents will be managed outside by a member of the staff. If a child is persistently misbehaving or disrespectful at playtime or lunchtime please inform the class teacher who can refer to the Behaviour Expectations.

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 Ebor Academy Trust's Anti-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 Behaviour Policy is consistently applied. Adults treat all children in school with respect and understanding.

Alongside the SENCo, the school employs two members of staff as *The 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 behaviour issues (e.g. friendship group problems)

The school liaises with external agencies, as necessary, to support and guide the progress of each child. This will be coordinated by the SENCo. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist, Educational Social Worker or Local Authority behaviour support service. In instances where the assistance of external agencies is required relating to behaviour, school will always consult with parents in advance.

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 cooperate 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 variety of records of incidents of misbehaviour using CPOMs.

The Headteacher keeps a record of any pupil who is excluded. This is also reported to Ebor Academy Trust and the Chair of Governors.

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: Ebor Academy Trust Behaviour and Anti-Bullying policy, SMSC and Equality Policy, Attendance.

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DATE: July 2021

NEXT REVIEW: July 2024