



Park Grove
PRIMARY ACADEMY

Policy Number

**Park Grove – School Specific
Behaviour Policy
(including anti-bullying)**

Signed:

Date: February 2025

Review Date: February 2027

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 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.
- Each adult in school will give out raffle tickets to children when they identify positive behaviour around school. These will then go into the raffle pot in each class. Three raffle tickets will be picked out by each class teacher every week to receive a prize.

- A consistent behaviour system is used in all classes to support children's 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.
- 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.
- We have Year 6 PE Leaders who support and create positive games for all the children at lunchtimes.
- Headteacher Behaviour trophies are given out weekly in Good Work assemblies.
- All reception children are given a Year 6 buddy to support them and be fantastic role models.
- Volunteer children from Year 4/5 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.

CONSISTENCY

Our Behaviour Policy enables consistency across the school to ensure that boundaries are clear, the school feels fair and safe, and teaching, learning and positive relationships can thrive. We achieve this by following the same positive approach to behaviour and having clear and concise behaviour consequences.

Park Grove has a consistent approach to gain the pupil's attention when in the classroom. This approach is the same in all year groups (from Reception to Year 6). To gain the pupil's attention, staff count down from three and the staff puts their hand in the air. The children then put their hand up, sit sensibly on their chairs (or carpet for early years and key stage 1) and look at the speaker to show that they are ready to learn. This method gives children a visual and a verbal sign to show that they need to listen to the teacher and be ready to learn.

SCHOOL RULES

Park Grove has three clear school rules. These rules are to be referred to during behaviour discussions with children both during praise, during behaviour expectation reminders and all aspects of school life.

**Be Safe
Be Respectful
Be Ready to Learn**

ASSERTIVE DISCIPLINE AND CONSEQUENCES

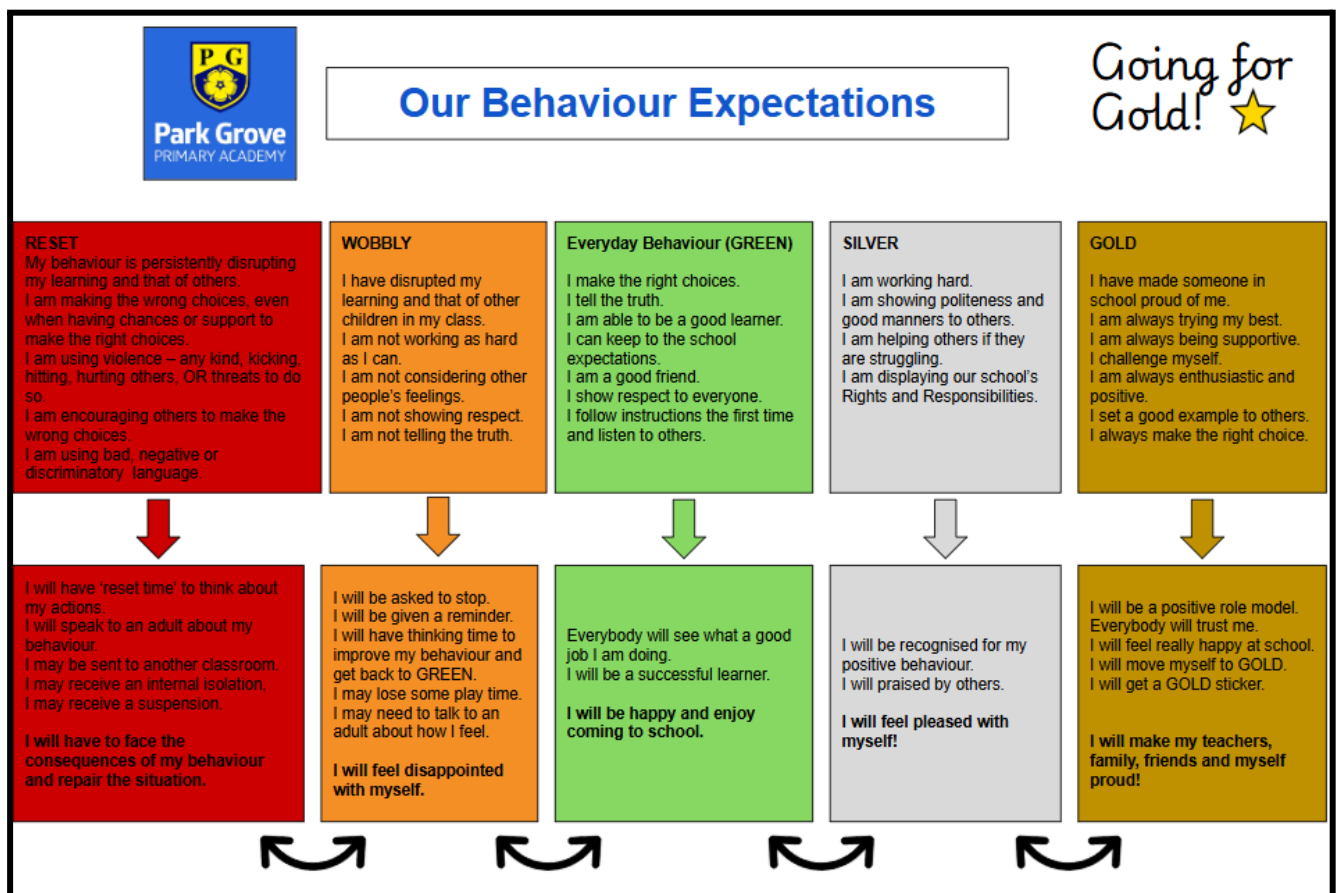
The School has high expectations of behaviour and in order to ensure a safe and positive learning environment, staff deal with the different instances of inappropriate behaviour according to the Assertive Discipline structure.

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. moving to wobbly behaviour. 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. To maintain a positive classroom environment, only the positive aspects of the behaviour structure will be displayed in the classroom. The children will move down the behaviour consequence structure but this will not be displayed in the 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).
 - a. Alongside our Behaviour Expectations chart, we have steps that staff take for low-level behaviour incidents (attachment 1). This is a step-by-step breakdown of our Behaviour Expectations chart and is shared with all staff working within the school.



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. Any behaviour that happens outside at playtime and lunchtime will be communicated to the class teacher. Low-level behaviour incidents will be managed outside by a member of the staff using the Lunchtime Behaviour Steps (attachment 2).

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 that are run through school

should follow the school's 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.

Consistency Plans

If a child is unable to follow the behaviour policy consistently, a bespoke consistency plan (this may include an additional need or a SEND need) will be created to ensure that the child has the best chance to succeed in school. The consistency plan will be individual for each pupil and will include behaviour triggers, how to encourage positive behaviour and consequences. The consistency plan will be created as a team with the pupil, the SLT, teacher, SENDco (where necessary) and parent/carer.

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 (<https://parkgrove.ebor.academy/wp-content/uploads/2025/11/Ebor-Behaviour-and-Anti-bullying-Policy.pdf>)

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 three 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 social and emotional needs (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 (or SLT in the absence of the headteacher) has the responsibility for giving internal isolations and fixed-term suspensions (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 (including any use of racist language). Discriminatory language, abuse or behaviour of any kind towards protected groups will not be tolerated (in accordance with the Equality Act 2010)

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.

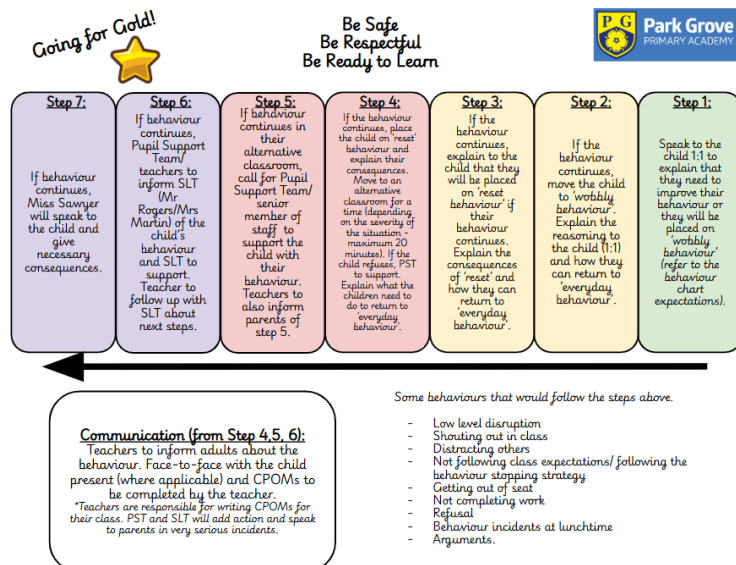
REVISED BY: Jo Sawyer and Ben Rogers

DATE: February 2025

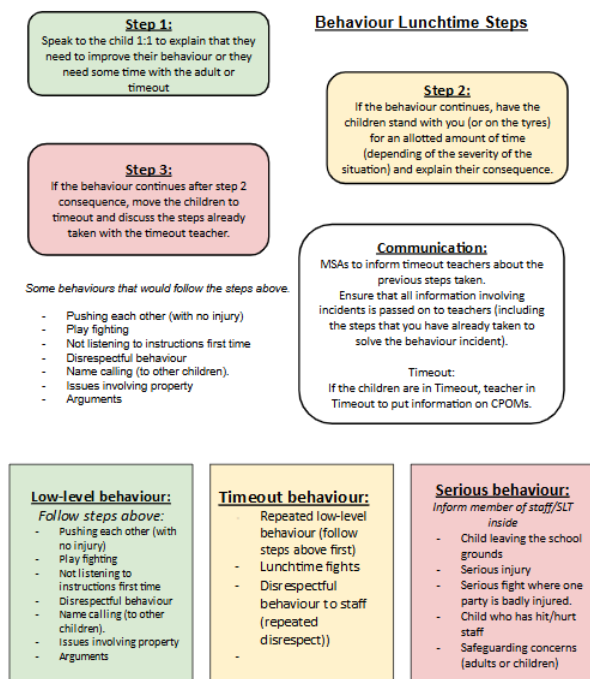
NEXT REVIEW: February 2027

Attachments:

1. Classroom Behaviour Steps



2. Behaviour Lunchtime Steps



Please note that the steps above do not include all the behaviour and are just examples.

Behaviour Consequences Structure

*** Please note - Teaching Assistants/MSAs should pass issues to the class teacher of the child involved as the first port of call.**

Who should be dealing with this?	Behaviour	Next steps
Class teacher	• Low level disruption in class (wobbly) • Argument with another pupil • Disrespect towards an adult • Issues involving property • Mild swearing (not directed at an individual) • Swearing at another child • Stealing property (first offence) • Issues passed on by a TA or MSA • Violence towards another child when no one is significantly hurt - e.g. pushing, kicking	• Deal with issue as the class teacher and follow steps in policy • Some missed playtime • Send to another class • Contact parents • Add to CPOMS
Pupil Support Team/SLT	• Child refusing to come in from break and every step already been taken by class Teacher and TA • Continued and repeated poor behaviour in class (after steps above have been taken, parents have been contacted, and all recorded on CPOMS) • Emotional issue when a child is distressed and the lesson can not continue without external help • Swearing directly at an adult • Any safeguarding concerns • Parent complaints about behaviour • Racial language used (if this has already been investigated)	• Second phone call to parents • Add action to CPOMS (after the teacher's initial incident) • Speak to children outside class (potential ELSA work)
Head teacher	• Significant violence towards a child or adult if no other SLT is available • Uncontrollable behaviour - e.g. throwing chairs, where no other member of staff is able to deal with the issue. • When all steps have been exhausted and further action is needed • Incidents when parents have already been called three times over a term • Significant unresolved parental complaints • Deliberate racist remarks directed at a child or adult	• Investigate the incident fully • Possible suspension (internal or external) • Headteacher's discretion on the next steps • Add action to CPOMS