



Behaviour Policy

Aim of the Academy

To provide unique and enriching opportunities for all.

Introduction

At Parlaunt Park Primary Academy we aim to provide a happy and secure environment where the children are encouraged to demonstrate an understanding of self-discipline and respect to all members of our school community. We expect parents to work with us to enable children to behave sensibly and safely. This policy describes the school's principles, aims and expectations of behaviour. This document sets out the procedures for rewarding good behaviour and sanctions for inappropriate behaviour.

Aims

- To provide a safe and secure environment for all our pupils and staff, so that they can work and learn together to enable them to experience responsible and independent learning.
- To be positive in our approach to promote considerate relationships between all members of the school community.
- To have a consistency of approach across the whole school.
- To ensure parents and the wider community to be actively involved in supporting us to implement our policy.
- To provide a consistent approach to rewards and consistent sanctions.

Roles, Rights and Responsibilities

Everyone in the school community has roles, rights and responsibilities to ensure that Parlaunt Park Primary Academy is a safe place to work, learn and play.

The role of the child

Children have the right to work, learn and play in a safe and supportive environment. They are expected to follow the school rules. Pupils are expected to show good manners and be polite at all times. Pupils are reminded that all behaviours have consequences in terms of rewards and sanctions.

The role of parents and guardians

Parents and guardians have the right to know that their children work, learn and play in a safe and supportive environment. The school will work hard to support children who experience difficulty with their school day. Parents /guardians will be expected to work with teachers and senior staff when improvement is required. Parents/guardians must support their children by ensuring that they arrive in school in good time, ensure regular attendance, completion of homework and attend parent consultations. Parents should also send their children into school wearing the correct uniform and with the necessary equipment to have a successful day.

The role of all staff

Staff at Parlaunt Park Primary Academy have the right to teach and work in a safe and supportive environment. The class teacher has overall responsibility for all pupils in their classes during the teaching school day. All adults who have contact with children reinforce school expectations both in the classroom and around the school and follow

consequences where and when necessary. All staff ensure that children move around the school in a safe and orderly manner.

At the start of every school year the **School Charter**, based on the school rules, **is agreed with the children**. These are displayed and referred to on a regular basis. If a child's behaviour is not meeting the expectations of the positive behaviour expected at Parlaunt Park Primary Academy, the teacher will have a conversation with the child about their behaviour and explain the sanction that will be given, the class teacher will contact the parent or guardian to inform the parent guardian of the sanction given.

The role of the Senior Leadership Team

It is the responsibility of the Senior Leadership Team to ensure that the behaviour policy is consistently delivered throughout the school, and to ensure the health, safety and welfare of all the children and staff.

The Headteacher has the responsibility for giving either fixed term or permanent exclusions to individual children for serious breaches of our positive behaviour management approach. This can include going home for lunchtimes for a specified period. The Chair of Governors is notified of all fixed term and permanent exclusions and data is provided in the Headteacher's report.

Approach

Parlaunt Park Primary Academy has developed a positive and restorative approach to whole school discipline. This means that we reward good behaviour and implement sanctions for inappropriate behaviour.

We have 3 school rules to enable children to work to the same expectations.

- We look after our school
- We respect each other
- We follow adult instructions

We have a School Charter to explain how our school rules are to be achieved

- Using kind words to each other
- Treating others how we would like to be treated
- Using our hands and feet in safe ways
- Wearing our correct school uniform
- Moving around the school in a safe, calm way
- Believing that we can achieve our best
- Trying our best at learning

We display our Rules and School Charter around the school. Staff revisit and reinforce the rules and school charter when deemed necessary. At the beginning of the year the children will create a charter - the child who has designed the best charter from each class will receive a certificate.

Behaviour System -

Each class will have a dot chart (see appendix 2) displayed somewhere visual and accessible in their classroom. At the beginning of the year each child will also receive a blank bronze certificate - on the flip side there will be 5 boxes. These blank certificates need to be kept safe in the child's drawer.

Dots will be rewarded for following the charter and displaying good manners. The child will place the dots on the chart themselves. For every 5 dots the child puts onto the chart they receive a sticker to go onto their blank certificate. Once they have 5 stickers (25 dots), they can take their certificate to be signed by the Head of Year. The class teacher will keep the certificates in class; these will be collected by Pastoral Team weekly on a Wednesday to be presented during celebration assembly.

They will then be issued with a silver certificate. When they have 50 dots (another 5 stickers) they will take the certificate to the Deputy Head to get it signed. The certificate will be kept in class and collected by the Pastoral Team each Wednesday.

Finally they will be issued with a gold certificate. Once they have 75 dots (another 5 stickers) they will take the certificate to the Headteacher to sign. Again this will be presented to them during the celebration assembly.

The dot chart will change every half term.

Year leads will need to monitor dots weekly to ensure that they are being given out accordingly.

Lunch and Break time

During break and lunch times staff will be encouraged to give stickers to children who are displaying positive behaviours in different environments.

Positive behaviour may be:

In the lunch hall - finishing meals, being polite, lining up sensibly, clearing up after themselves, saying please and thank you.

In the playground - playing positively with other children, resolving conflicts positively, lining up, listening to adults, including other children in games, coming into the lunch hall quietly and sensibly.

(If there is an incident during lunch time please consult appendix 4 for appropriate actions.)

During lunch, all external classroom doors are to be locked. Internal toilet doors in KS2 are also to be locked and KS1 toilets to be supervised. Children need to be encouraged to stay outdoors and should not be indoors unless they have permission from an adult or are supervised by a member of staff.

Pear Tree and Breakfast Club

Pear tree will follow the dot chart and sticker system. Each week Pear Tree will decide on the Star of the Week. These certificates will be handed into Year leads for the assembly to celebrate children's successes.

Celebration assembly

To celebrate pupils achievements there will be a celebration assembly weekly for the 'Star of the Week'. This will be split for KS1 and KS2. Class teachers need to ensure that every child receives this over the year.

Sanctions

Each class will have a sun, rainbow and cloud display (appendix 3). This must be at the front of the class and visible at all times. Each child will have a name label, which is movable, which starts on the sun. If children are displaying model behaviour reflecting the class charter they will stay on the sun and can receive dots. If children are displaying behaviours that are not promoting the charter, they will move to the rainbow (warning). If they continue to display negative behaviours, they will move to the cloud. Please consult the consequence chart (appendix 1) for example of what these behaviours can look like.

Vulnerable Groups

It is recognised that some children need a more individual approach to independently display positive behaviour.

To do this we offer the following approaches:

- Time out opportunities
 - Social skills groups twice a week
 - Targeted interventions
 - SEBDOS - (a traded service which provides schools with the support, advice and training to enable them to meet the needs of pupils with Social, Emotional and Behavioural difficulties.)
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- Early help (refer to Safeguarding policy)
- Family Support Workers

These will be reviewed by the pastoral and SENco team.

Behaviour Support Plan

All staff at Parlaunt Park model expected behaviour in and around school. The pastoral team work with specific children who require additional support with behaviour on an individual or group basis. These sessions include modelling and discussing expected behaviour and developing children's social skills.

This is a structured plan to gain a clearer understand of a child's behaviour when it is agreed a more focused approach is needed to support the child to make positive changes to their behaviour. This involves completing a close monitoring of a child's behaviour throughout the school week. This gives detail on an individual's strengths and areas for development. This plan will be implemented and monitored by the class teacher on a daily basis. It will be reviewed on a weekly basis by the class teacher and pupil, in liaison with a member of the Senior Leadership Team.

Children who are on a support plan will have a personal book where all incidents will be recorded and kept as a log of incidents. It is important that both positive and negative incidents should be recorded to ensure a full picture is gained. This log should be shared with the Senior Leadership Team and key staff supporting the child. The class teacher has overall responsibility for ensuring they know the whereabouts of the book and that it is kept safe. Class teachers will pass on the logs weekly to Year Leads. Year Leads need to ensure they log positive and negative incidents onto SIMs and meet with the pastoral team on a weekly basis.

Exclusions

After the implementation of a personal behaviour support plan and a period of monitoring, or following 3 isolated reflection times, exclusion procedures may need to commence in accordance with the Local Education Authority's Exclusion Guideline.

In light of a serious incident at school that results in a person being hurt, damage to school property or disruption to the teaching and learning of other pupils, the sanctions policy will be escalated immediately and the child will receive a fixed term/ or permanent exclusion (at the discretion of the head teacher.) (See appendix 1)

Following a fixed term exclusion, the child, (with their parents/guardians) will attend a re-integration meeting upon returning to school and a Pupil Support Plan (PSP) will be put in place to support the pupil.

Support Agencies

We have a strong working relationship with a number of educational and health agencies who are able to give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.

Use of reasonable force

In accordance with Section 93 of the Education and Inspections Act 2006, the school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with the Team Teach training that key staff members have received and in accordance with the guidance set down to the teaching staff by the governing body. If use of reasonable force is required a member of the Senior Leadership Team must be informed immediately before reasonable force is used. (Please refer to the Safeguarding policy for more information)

Screening and Searching Pupils

The school reserves the right to screen and search pupils for property and dangerous weapons should the need arise. This will be done respectfully and in accordance with the guidance set down to the teaching staff by the governing body.

When a pupil is searched at least two members of staff will be present. Pupils will be searched by a staff member of the same sex unless the person searching believes there is a risk of serious harm to either the child or another person, this is in case of an extreme incident. Parents will be notified that their son/ daughter has been searched and the reasons as to why this was undertaken.

Racist and sexist Behaviour

This behaviour is not tolerated at Parlaunt Park Primary Academy. Such occurrences will be dealt with in line with the school's policy. Racist incidents will be recorded and reported to the Local Authority.

Off-site behaviour

It is expected that Parlaunt Park Primary Academy pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code.

In dealing with an incident outside of school, the Headteacher will consider the following:

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.

If the Headteacher feels the misbehaviour is linked to a safeguarding or child protection concern, then the safeguarding procedures of the school will be followed in accordance with the school's Safeguarding Policy.

Review Date: May 2017

Ratified Date: May 2017

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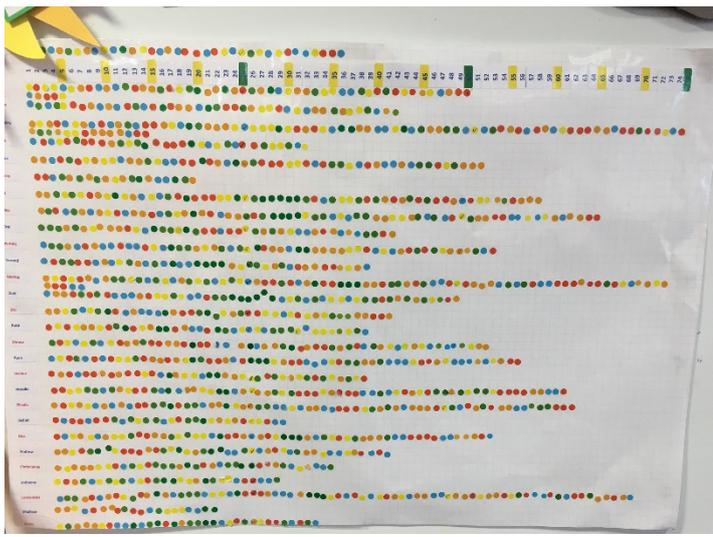
Date of next Review: May 2018

Appendix 1 - Consequence Chart

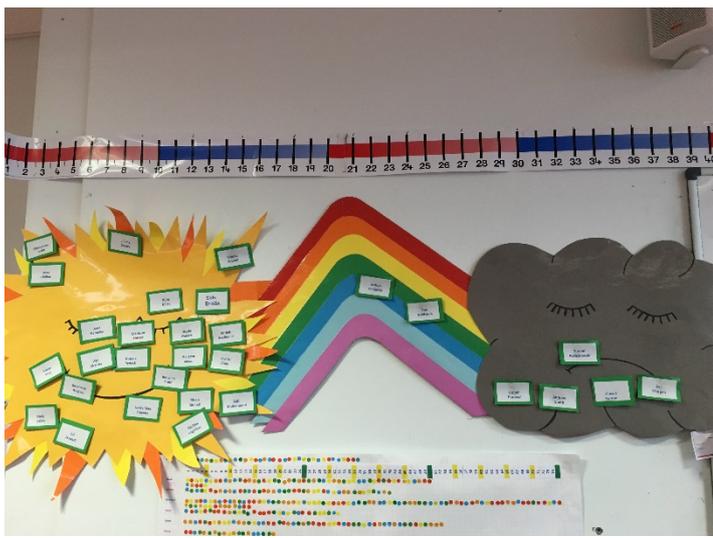
**Escalation of behaviour & behaviour management document
PPPA JULY 2016**

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Action	<ul style="list-style-type: none"> • Not listening • Calling out • Incorrect uniform • No PE kit • Not sharing / snatching • Not showing good manners 	<ul style="list-style-type: none"> • Being unkind • Name calling • Irritating others e.g. poking and playing with hair • Not looking after our resources • Being too noisy • Refusing to follow an adults instructions 	<ul style="list-style-type: none"> • Repeated Step 2 behaviour • Shouting at others • Swearing • Throwing objects 	<ul style="list-style-type: none"> • Disrespectful answering back / being cheeky • Non-verbal gestures • Inappropriate use of ICT • Physical fighting • Being out of class without permission Phase Leader / SLT • Spitting at others 	<ul style="list-style-type: none"> • Intentional aggression / violence towards a child or adult • Racism of any kind • Theft of any kind • Deliberately damaging school property • Bullying
Consequence	Using classroom behaviour management tool (Consistent across school)	Reflection Plane/Butterfly (To be sent to Pastoral Team to monitor)	Year Lead Miss play / Time out	Phase Leader / SLT Phone call home Exclusion from class	Headteacher Exclusion Parent's informed

Appendix 2 - Dots chart



Appendix 3 - Sun, rainbow and cloud chart



Appendix 4 - Consequence Chart

**Lunch time escalation of behaviour & behaviour management document -
PPPA July 2016**

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Action	<ul style="list-style-type: none"> • Shouting rudely • Not listening to instructions to keep children safe • Not sharing/snatching • Not playing well with their peers 	<ul style="list-style-type: none"> • Name calling • Irritating others e.g. poking and pulling hair • Not looking after equipment • Refusing to follow an adults instructions 	<ul style="list-style-type: none"> • Repeat Step 2 behaviour • Shouting at others • Swearing 	<ul style="list-style-type: none"> • Disrespectful answering back • Non-verbal gestures • Inappropriate use of Equipment • Physical fighting • Spitting 	<ul style="list-style-type: none"> • Intentional aggression / violence towards a child or adult • Racism of any kind • Theft of any kind • Deliberately damaging school property • Bullying
Consequence	Sitting out from their chosen activity (5 minutes max)	Speak to Lunchtime Controller Manager (May mean child is not allowed to continue with chosen activity)	Lunchtime Controller Manager to take to class teacher	Phase Leader / SLT Phone call home Exclusion from class	Headteacher Exclusion Parent's informed