

New Park Primary Academy Behaviour for Learning Policy

At New Park we believe that children should look forward to coming to school and feel relaxed and happy in their learning environment. We recognise that exemplary behaviour underpins effective teaching and allows teachers to concentrate on providing challenging, independent learning experiences, as well as enabling children to concentrate on their learning. All members of the school have a responsibility for managing behaviour in a positive manner and ensuring they act as good role models at all times.

At New Park we consider every person to be of value irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socioeconomic background. We create a positive learning environment so that all children can achieve their potential.

Through this policy and our day-to-day practice we ensure:

- That every child has the right to feel safe valued and happy within the school and free from any kind of intimidation.
- That we do not tolerate any kind of antisocial behaviour whether of a physical, mental or verbal nature aimed at groups or an individual.
- That we address concerns about behaviour, which will be taken seriously and will always be dealt with to the best of our ability.
- That we promote good behaviour as best we can and adopt appropriate sanctions when needed.
- That we encourage consistency, clarity and fairness in response to positive, negative and improved behaviour.

Behaviour for Learning

Behaviour for Learning is that which demonstrates the right attitude, high expectations and underpins being an effective learner. We demonstrate this commitment to learning and positive attitudes through:

- Coming to school prepared with the right equipment, correct uniform and clothing and a positive attitude to learning each morning
- Respectful and active listening and speaking with good eye contact, not interrupting when someone else is talking, not shouting out etc.
- Positive body language which demonstrates our positive attitude to learning by sitting up smartly and attentively
- Being polite, respectful and courteous to each other at all times and in all our interactions.
- Offering regular praise and encouragement of each other and celebrating each other's success
- Sharing and working together equally with all
- Showing our respect for each other's beliefs, culture, ideas and opinions
- Coming into and leaving school in a calm and orderly manner

- We allow learning to take place without disrupting or distracting each other
- Keeping our classrooms and all our school resources and equipment tidy and well organised

Inclusion

We work together in partnership with a range of professionals, specialist services and other settings to ensure that children at risk of exclusion are appropriately supported and monitored. Where there are special arrangements in place for a particular child these will be communicated appropriately to all adults who have a responsibility around the individual. Children who are on the Special Needs Register have appropriate targets set for them in an Individual Provision Map (IPM). Additional adult support may also be in place. The SENCo has an overview of the needs of these individuals and should be consulted when support is needed with regards to behaviour.

Children who may require additional support with improving their behaviour may have an individual reward chart with targets to be completed by teaching staff. This reminds the children regularly of their targets and gives positive feedback to the child raising their self-esteem. This is monitored by a member of staff on a weekly basis.

Leadership

The Headteacher and senior leadership team take day to day responsibility for managing behaviour, communicating with parents and dealing with incidents as they occur. Promoting good behaviour is the responsibility of all members of staff. It is the responsibility of all members of staff to ensure that they are aware of all school policies and systems in relation to behaviour and that they implement them consistently and fairly.

Rules

- Listen carefully to adults and each other.
- Always do the things we are asked to do.
- Speak politely to everyone.
- Be kind and respectful to others, their belongings and the school.
- Always try our hardest and do our best.
- Be truthful.
- Keep our hands and feet to ourselves.

Help Card

Each class has a red card to send for assistance in emergency situations. If assistance is required, the teacher will send a child with their class card to the next nearest classroom. Due to the physical location of the Y6 base, a school mobile phone is kept in the classroom so that staff can ring the school office in case of emergency

Behaviour folder

Records of time out cards are kept in the class teacher's folders and are reviewed regularly by the school pastoral team on a half-termly basis. These are presented to parents at parent's evening.

Rewards & praise

Praise is the first element in our behaviour management system. Staff look to praise children who are doing the right thing, to encourage others to follow their good example. We use scripted language

with children to ensure they are showing good listening, looking and sitting and praise them accordingly.

Golden time

Children work towards earning 20 minutes of Golden Time; this takes place on a Friday afternoon. The activities operate on a rotational basis, including use of ICT, games, construction, art and choosing time. Children earn Golden Time through showing positive behaviour all week. Children who do not show positive behaviour throughout the week lose some or all of their Golden time.

Stickers

Stickers, whole class reward charts and smiley faces are highly regarded by teachers, children and parents. They are regularly used by teachers and TAs to acknowledge positive behaviour and hard work.

Celebration assemblies

Teachers nominate two children from their class to be mentioned in celebration assembly each week. These children receive a certificate in Friday's celebration assembly.

Sanctions

We have fair, consistent and clear sanctions at our school to ensure any negative behaviour is dealt with promptly, and that children have a chance to improve and take responsibility for their own behaviour in the future. We take children's individual needs into consideration when applying sanctions e.g. SEN, disability or the circumstances of other vulnerable children. At all times, we encourage children to make amends for the consequences of their behaviour, this may include a verbal or written apology.

Class based consequences

Classes operate a 3 strike behaviour system. Classes operate a visual chart for behaviour management. All children begin each day with their name on green. Good behaviour is rewarded by the child moving their name up to silver and gold. Poor behaviour and/or refusal to follow instructions results in the child moving their name down to the first warning (yellow). If poor behaviour continues, the child moves their name down again and after the third time will receive a time out card. For particularly serious incidents, children may be issued a time out immediately.

Time out

Time out cards are used when a child does not change their behaviour and has received three warnings in an am/pm session. In KS1, children will be sent to see Miss Ball, in KS2; Mr Harrison. Children will take their time out slip with them, which will include information on why the child has been sent out of class and for how long they must remain in the before returning (this is usually for no longer than 15 minutes, unless an incident has been particularly serious). Following a time-out, parents will be informed at the end of the school day or via phone call.

Out of school hours and/or off school site

Children are expected to behave in an appropriate manner whether inside or outside school. When participating in clubs, trips or sporting events where the child is representing the school, there will be an expectation that their behaviour will be exemplary. Behaviour will also be dealt with in line with school sanctions. The school has the power to impose sanctions for inappropriate behaviour that take place in the community out of school hours if it is brought to the school's attention.

Sanctions following a serious incident

Any serious behaviour incidents will be dealt with by the Headteacher and will be logged in the behaviour file

Withdrawal from classroom

Following a serious incident e.g. fighting, violence, swearing or intentionally damaging school property or injuring a member of staff, immediate action will be taken and the child may be removed from class for the rest of that day. The child will be put in an appropriate place whilst the incident is investigated.

Seclusion

Following withdrawal, the Headteacher may decide that the child is to be secluded from class and school activities for a period of time appropriate to the seriousness of the incident, the age of the child and their individual needs. This may vary from half a day to a full week. Parents will be informed of this decision immediately. During seclusion the parents bring the child directly into school and collect them from the office. The child will eat their lunch in seclusion and breaks will be taken at different times from the rest of the school. Work will be set by the class teacher.

Detention

For serious incidents or where there has been persistent poor behaviour the Headteacher may decide that the child needs to serve one or more detentions. Detentions will take place after school and will last until 4:00pm. During a detention the child will complete work appropriate to the incident e.g. tidying a classroom, finishing class work, writing a letter of apology. In every case parents will be informed prior to the detention taking place so that they are able to arrange collection of their child. The law does not require parents to consent to detentions.

Exclusion

If a child has had several seclusions, there has been no significant improvement in behaviour and incidents continue, or if the incident is particularly severe then the Headteacher may decide that the child is to be excluded from school for a period of time. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, they will inform the parents immediately giving reasons for the exclusion. At the same time the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing body. The school informs the parents how to make any such appeal. The Headteacher informs the Governing body about any permanent exclusion and about any fixed term exclusions beyond 5 days in any one term.

Reintegration meetings

Following an exclusion, the child and parents will be met by the Headteacher to discuss the exclusion and their future behaviour, before being welcomed back into the school. This is an important component of the exclusion process

Team Teach – positive handling

Children who are felt to be risk of injuring themselves or others or have been restrained in school may require a Positive Handling Plan (PHP). This document is agreed between parents, child, teacher and the senior management team. This is in accordance with handling policy.

Reporting of racist and other incidents including sexist and homophobic incidents

In accordance with the Race Relations Amendment Act the school does not tolerate racist behaviour whether from an adult or child. Incident forms are kept in the staff room and should be used when a form of racism takes place. This applies to adults and children. This means any name calling or other derogatory verbal reference to a person's race, culture or ethnicity as well as physical abuse or harassment. Any stereotypical reference to a person in a derogatory manner as well as references to their sexuality, gender, class or disability should be reported on an incident report. When completed, a copy of the incident report should be sent to the Headteacher. The incident will be investigated and the person reporting the incident will receive notification of action taken. Action may include writing a letter of apology to the victim, missing break time as well as a discussion about actions and consequences. If a child is the perpetrator in a racist incident their parents/carers will be informed. Our policy on dealing with racist incidents will be made known to all members of the school community annually. Racism will be studied by children of the school on a regular basis as part of Personal, Social and Health Education. Assemblies, PSHE lessons role play, discussion and video are some strategies that will challenge racism within our school.

The Wider School Community

The Head teacher will communicate the fact to the wider school community that the school has the authority to address poor behaviour outside of school premises and hours, in particular bullying and cyberbullying.

Parents

School policy on behaviour is actively promoted through home visits for new starters, curriculum evenings and as part of the school's induction process for newly arriving children. The policy is available to every parent who wishes to see it from the school office and on the school website. Behaviour concerns are raised with parents promptly through face-to-face and telephone conversations and during parent's evenings and end-of-year reports

Staff

The Head teacher and SLT will communicate this policy to staff, including all support staff and lunchtime supervisors, at the beginning of every academic year in conjunction with Child Protection Procedures. The Behaviour policy will form part of the induction process for NQTs and any other newly arriving staff.

Pupils

Pupil leadership Team will discuss elements of the policy as and when they arise. Pupil surveys and questionnaires will be used to assess pupil understanding of school rules and any issues arising at whole school level. Pupils will have a copy of the school and class rules displayed in their classrooms.

Lunchtime Supervisors

The Head teacher will consult with lunchtime supervisors to ensure that the behaviour policy is implemented at lunchtimes. Records of all lunchtime incidents will be passed to the appropriate class teacher. Serious incidents may result in children being withdrawn from the playground or excluded from the school at lunchtimes.

Visitors

Visitors working in the school are expected to defer all judgements on serious behaviour sanctions to the class teacher or most senior member of staff available.

Complaints Procedure

Should there be any complaint about the implementation of the behaviour policy from children or parents, they can lodge a complaint through the school complaints procedure. These should be raised with the class teacher in the first instance, and then the Head teacher in the first instance if it has not been possible to resolve the complaint. If the complainant is not satisfied with the way the Head teacher has dealt with the complaint, or if the complaint is against the Head teacher, then they should write to the Chair of the school's governing body who will arrange for an investigation into the complaint. A copy of the school complaints procedure is available from the school office.

This policy will be reviewed annually in line with DfE guidance.

The governors will ensure that there is a Behaviour for Learning Policy published annually on the School's website.

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Policy Review Cycle: Annually

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