

New Park Primary Academy

Behaviour 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. Children should demonstrate this commitment to learning and positive attitudes through:

- Coming to school prepared with the correct uniform and clothing and a positive attitude to learning each morning
- Displaying active listening and speaking with good eye contact, not interrupting when someone else is talking or shouting out
- Displaying positive body language and sitting or standing 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

- Focusing on our own work, avoiding distractions or distracting others
- Keeping our classrooms and all our school resources and equipment tidy and well organised

School Rules

- Treat everyone politely and with respect
- Take care of yourself and others, all property and places
- Always try your best
- Listen and follow instructions
- Be honest

Inclusion

We work in partnership with a range of professionals, specialist services and other settings to ensure that children 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 require additional support may have individual reward and behaviour systems.

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.

Behaviour records

Records of behaviour incidents are recorded on CPOMS

Rewards

Praise is the first element in our behaviour management system. School staff look to praise children who are doing the right thing to encourage others to follow their example. We use scripted language and classroom routines with the children to encourage good sitting, listening and calm movement around the school.

Stickers, 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.

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.

Our sanctions begin with warnings and giving children the opportunity to make the right choice. We have visual behaviour charts to support children and children can move up/down this chart throughout the day. All children begin each new 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 cards are used when a child does not change their behaviour after three warnings in an am/pm session. Children will be sent to their partner class and will complete their work there for 15 minutes before being invited back to their own class.

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.

Serious incidents

Any incidence of serious behaviour will be dealt with by a member of the senior leadership team and logged on CPOMS

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 eg. 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. If the Headteacher excludes a pupil they will inform 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 keeps the Governing body informed of all exclusions.

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.

Mobile phones

Children are not allowed mobile phones or personal devices in school (tablets, fitbit, smart watches etc). Any that are found will be immediately confiscated. Parents will then have to come to the office to collect their child's device.

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. 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 reference to a child or adult's sexuality, gender, or disability should be reported on CPOMS. The incident will be investigated by a member of the senior leadership team and the person reporting the incident will receive notification of action taken. If a child is the perpetrator in a racist incident their parents/carers will be informed.

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



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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. Parents have the opportunity to raise any issues with the behaviour policy by writing to the Chair of Governors.

Staff

The Head teacher and SLT will communicate this policy to staff, including visitors, volunteers and trainee teachers 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.

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.