



Behaviour Policy

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BEHAVIOUR POLICY

Pennyman Primary Academy promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals whether this be children, staff, parents or visitors. Relationships between all stakeholders should reflect this. The school believes in the development of self-esteem, respect for others and self-discipline.

At Pennyman great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

This policy should be read in conjunction with the Pennyman Primary Academy Anti-Bullying Policy.

Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected
- To create an environment where good behaviour is encouraged and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.

- To ensure that the school's expectations and strategies are widely known and understood.
- That **every** member of the school's community behaves in a considerate way towards others.

Pennyman Primary Academy believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, secure and respected.

How Will We Achieve Our Aims?

- Praise and reward is the key to creating a positive atmosphere where children have the opportunity to succeed.
- School rules that children know and understand (See below)
- Praise and reward system (See below)
- Adults will lead by example and model good practice
- All children will undertake Personal, Social Education (PHSE)

Pennyman Primary Code of Behaviour

Golden Rules

- 1. We are gentle** (we don't hurt others)
- 2. We are kind and helpful** (we don't hurt anybody's feelings)
- 3. We listen** (we don't interrupt)
- 4. We are honest** (we don't cover up the truth)
- 5. We always work hard** (we don't waste our own or others time)
- 6. We look after our own and other people's property.** (we don't waste or damage anything)

A POSITIVE BEHAVIOUR APPROACH

At Pennyman we celebrate good behaviour by deliberately noticing children doing the right thing and praising this.

The **Golden Rules** will be displayed in each classroom and throughout the school.

REWARD SYSTEM

At Pennyman Primary Academy we have a number of positive reward systems in place:

- Penny Points in teams
- Stickers
- Certificates
- "Star of the Week" awards

- Hand writer of the week
- Reader of the week
- Attendance awards for each key stage
- Praise, in class, in assembly or by the Head Teacher for good work or behaviour.
- Share good work with another class or member of staff
- Parents informed of good behaviour and work

As well as acknowledging and celebrating the individual efforts and successes, children are encouraged to work collaboratively as a team and gain points for their house teams. Winning teams are celebrated in a weekly, whole school assembly and extra playtime is awarded.

A POSITIVE APPROACH TO BEHAVIOUR

Pennyman Primary Academy has a clear behaviour system using red and yellow cards based on a steps approach. This should be used after other behaviour management techniques have been implemented, such as positive praise of others, offering the child an alternative space to work, asking for the correct behaviour

- **Stage 1:** If children are asked to behave and ignore this then they are given a warning and asked to colour in number one on the class behaviour chart (see appendix 1).
- **Stage 2:** If children persist in their disruptive behaviour then they are given a second warning and asked to colour number two on their chart and given time out in the classroom.
- **Stage 3:** After this children are given a third warning and a yellow card (See Appendix 2) with time out in another member of staff's classroom. Each class has a partner teacher where the child should spend their time out (see Appendix 4). They should also colour number three on the class chart.

- **Stage 4:** If children receive a fourth warning then they are given a second yellow card, asked to colour number four on the class chart and sent for time out with their Key Stage Deputy Head of Academy (If the DHoAs are not available children should be sent to the AHoA for vulnerable learning). Parents should be informed of a yellow card by the class teacher. A letter will also be sent home informing parents of the incident.
- **Stage 5:** Continued persistent disruptive behaviour will result in a red card (see appendix 3) and the child being sent to the Head Teacher or Deputy Head Teacher. A red card will also automatically be issued for incidents involving violence or severe verbal attacks on others. Parents are always informed of a red card by the behaviour mentor or class teacher. A letter will also be sent home informing parents of the incident.

It should be noted that in some cases this system does not have the desired effect. If there are persistent issues with low level behaviours or yellow and red cards a strategy meeting will be called at the instigation of the class teacher, learning mentor or senior member of staff to establish an Individual Behaviour Plan. This should be shared with the child so they know the expectations and what procedures will be in place different to the above.

Records of class behaviour charts should be sent to the office at the end of each week so a record can be kept. This ensures that low level behaviour can be tracked and monitored by class teachers the SLT. If a child is persistently marking low level behaviours (stage 1, 2 and 3) on their chart this needs raising with the behaviour mentor who will discuss whether a behaviour chart needs to be implemented and a conversation should be had with parents. Following this conversation a letter will be sent home to reinforce this. Low level behaviour can cause ongoing disruption to everyday teaching and needs to be addressed early. Data for this can be found in **Staff Shared, Behaviour Monitoring.** The data will be in the current year Excel document.

If children are really struggling with their behaviour over a period of time then they may need to be on the SEN register and specific behaviour strategies put in place.

Additional Information

If a member of staff is in difficulty they must send for help (red triangle system).

If a member of staff sees another in a difficult situation please give support as suggested by Positive Handling.

If a child needs to be physically moved please implement the Positive Handling guidance (see policy).

Exclusion

Exclusions are rarely used and only as an absolute last resort in extreme circumstances.

Our academies work closely with one another and other schools in the surrounding area to provide first day cover and support when a child is excluded for a fixed term.

Meetings are arranged for children at risk of exclusion. Exclusions can only be initiated by the Executive Principal or the Head Teacher. The LA's Code will be followed in these circumstances. The Chair of the Local Improvement Board will be advised of the exclusion and parents will be fully informed of the reasons for exclusion and their right of appeal. Wherever possible, parents will be consulted personally before this step is considered. Depending on the reasons for exclusion, children are either excluded entirely from school or are excluded to another academy or school, and a member of staff would accompany them. The class teacher ensures that enough work is set for the length of the exclusion.

Informing parents

It is important to ensure parents are informed about their child/children's behaviour and attitude in school. At the end of each half term, all parents will receive a letter which will inform them about their child/children's behaviour. Where no behaviour warnings have needed to be given, children will also

receive a certificate at the end of each term and a Head Teachers sticker.
This will then be graduated with silver and bronze certificates also awarded.

Appendix 1

STRATEGIES USED TO SUPPORT CHILDREN WITH BEHAVIOUR DIFFICULTIES

These are strategies which may be employed in order to support children finding difficulty in maintaining appropriate behaviour.

- Discussion with parents
- Home/ school diaries..... Reporting daily/ weekly to parents about specific aspects of behaviour.
- Behaviour charts..... Sheets which target specific behaviour which the child fills in if achieved.
- Remove privileges.....football, playtime etc.
- Regular support meetings with Learning Mentors.
- Regular support meetings with Behaviour Support Teacher.
- Home visits by Mentors/Family Support Worker/SEN team.
- Strategy meetings
- PSP meetings

