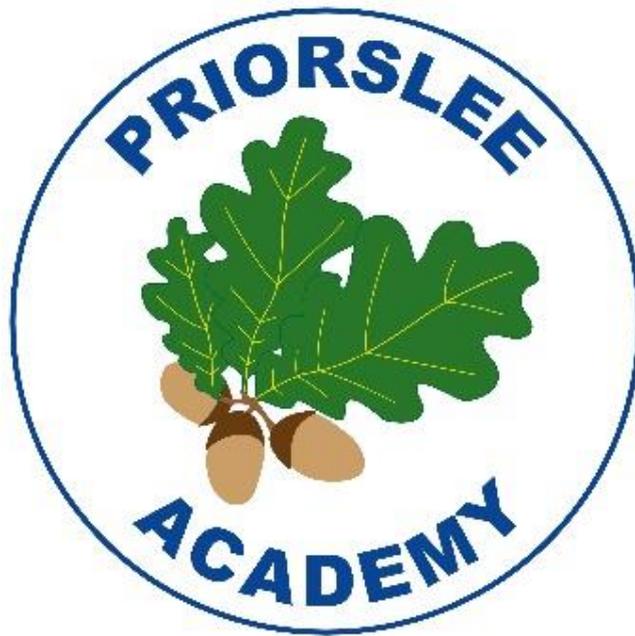
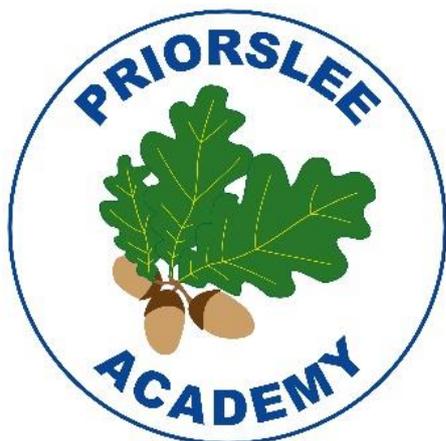


Policy for Behaviour



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January 2018



Behaviour Policy

This policy has been drawn up with regard to DfE guidance 'Behaviour and discipline in schools: advice for head teachers and school staff' (February 2014). This policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Introduction

Within Priorslee Multi Academy Trust, we strive for continuously high standards of behaviour, whilst endeavouring to preserve and share important values which are intrinsic to our society. Our behaviour policy is designed to reinforce and promote positive behaviour and not just to deal with negative behaviour.

One of the crucial factors when dealing with behaviour is a consistent approach. It is essential that children acknowledge what is acceptable and are aware that staff will praise positive behaviour, whilst dealing with negative behaviour appropriately. Children need to know that there is a consistent form of response, particularly as for some children school is their most stable environment.

Encouraging Positive Behaviour

At Priorslee Multi Academy Trust we make this possible through creating a school ethos which promotes acceptable behaviour. Full support from all school staff, governors and parents is essential for this to succeed.

These are ways we encourage positive behaviour at Priorslee Academy:

- Varying groups to develop social skills/avoid personality clashes
- Involving children in devising class rules/code of conduct

- Rewarding positive behaviour
- Giving children responsibilities
- Being organised and prepared
- Circle times to discuss school life
- Establishing a quiet atmosphere
- Careful positioning of children within the classroom
- Using targets to encourage good pace and achievement of objectives
- Having children's resources to hand

Rewards

To encourage positive behaviour and good work, teachers give their own class rewards which may include:

- Housepoints
- Stickers
- Praise postcards (KS2)
- Star of the day awards (KS1)
- Stars of the week
- Individual class incentives

Examples of good behaviour are written in the "Stars of the Week" book and KS1 and KS2 names are read out weekly by the Principal or Assistant Principal during Friday assemblies. Consistent hard work and good behaviour over a longer period of time may be recognised and rewarded by a Letter of Recognition from the Principal, an Advisory Body Award or a House Celebration event. Children who have been on the green card all week participate in class 'Golden Time' on a Friday afternoon. All of the strategies employed for rewards have been designed to promote good behaviour, self-discipline and respect, prevent bullying and ensure that pupils complete assigned work.

A rewards pyramid is displayed in each classroom to remind the children of the systems we use - please see appendix 1.

Academy Rules

At the beginning of each school year, each class makes their own set of class rules. These are devised together, with the teacher's and pupils' agreement. There are also certain expectations, which are outlined by our Home/School Agreement and signed by all parents:

Staff and Governors	Pupils	Parents
<p>Value the child as a member of the school community.</p> <p>Provide a balanced curriculum, meeting individual needs.</p> <p>Achieve high standards of work and behaviour.</p> <p>Achieve high standards of work and behaviour.</p> <p>Build good relations and develop a sense of responsibility.</p> <p>Keep parents informed about general school matters and their child's progress and behaviour.</p>	<p>Take care of school equipment and the school environment.</p> <p>Complete school work and homework to the best of their ability.</p> <p>Be friendly, polite and helpful to everyone.</p> <p>Always be truthful to themselves and to others.</p> <p>Act sensibly both in and out of school.</p>	<p>Support to school's philosophy and aims.</p> <p>Ensure that their child arrives at the correct time with appropriate clothing and equipment.</p> <p>Support their child with homework and other opportunities for home learning.</p> <p>Attend Parents' Evenings and participate in meetings concerning school life.</p> <p>Support the school's policies and guidelines for behaviour.</p> <p>Inform school of any concerns or problems that might affect their child's work or behaviour.</p>

Unacceptable Behaviour

Priorslee considers the following types of behaviour to be unacceptable:

- Hurting other children/adults
- Name calling
- Threatening/intimidating behaviour
- Using offensive language
- Damaging property
- Inappropriate responses to adults
- Racial and homophobic comments and / or gestures
- Inappropriate use of social media

All staff members endeavour to be fair at all times, giving careful consideration to the particular child involved and using their professional judgement to deal with the situation appropriately.

When responding to anti-social behaviour, various sanctions are used. These include:

- Verbal reminder
- Removal to another place in the classroom
- Working alone
- Working during break times
- Working in a different classroom
- Missing part of Golden Time
- Missing of House Celebration events or other privileges
- Issuing of a yellow card

NB No aspects of the National Curriculum are denied to any child.

A sanctions pyramid is displayed in each classroom to remind the children of the systems we use - please see appendix 2.

Red Card System

Each child will begin the school day with their name on a green card displayed on the class room wall.

If a child persists in unacceptable behaviour during the school day, he/she will be warned with a yellow card. Their name will then be placed on to a yellow card on

the class room wall so that they have a visual reminder of their behaviour. Yellow cards are logged at school but are not usually reported to parents. However, in certain circumstances, particularly where a child is regularly receiving yellow cards for low-level behaviour, class teachers may use their discretion to communicate these with parents.

If any anti-social behaviour continues to happen, the child will then be given a red card, when his/her name is moved on to the red card on the wall. The teacher will then record the event in the class behaviour book and will either try to speak to the child's parents about it directly or record it in the child's homework diary (KS2) or reading record (KS1) so that the child's parents are aware of the incident. The note should be acknowledged with a signature from the parent. If the note remains unsigned, teachers will make a phone call home to speak to the parents directly. In some circumstances, a child may be given a red card instantly if their behaviour has warranted it.

Each morning, the child's name will be returned to the green card, signalling a 'fresh start'.

If a child receives three red cards within a two week period, the events are reported to and dealt with by the Principal, who may arrange a meeting with the child's parents.

Where a child's behaviour becomes a significant risk towards other pupils, staff or themselves, reasonable force will be employed. A number of MAPA (Managing Actual and Physical Aggression) trained staff are employed within school and will only use MAPA (physical restraint) as a last resort following attempts to deescalate.

Where persistent breaches of the behaviour policy occur, or where allowing the pupil to remain in school would harm the education or welfare of the pupil or others, a decision to exclude will be made.

Breaktimes

Children are supervised at all times during morning and lunch breaks by either teaching or support staff.

To minimise inappropriate behaviour during break times, children are given responsibilities. For example:

- Buddies to ensure children are safe and happy at play times
- Prefects to ensure children do not enter the building without permission and return to their classrooms sensibly.

When a playground incident is considered serious or is repeated, members of staff should feed back to class teachers for inclusion in the red card system.

End of Playtime Arrangements

- At the end of playtimes and lunchtime, the children stand still when the whistle is blown by the member(s) of staff on duty. Children then walk quietly back to their classrooms when their class is called (KS2). Prefects stand on duty by the doors to encourage children to walk in sensibly.
- At the end of playtimes, the children line up when the whistle is blown by the member(s) of staff on duty. Children then walk quietly back to their classrooms when their class is called (KS1).

Behaviour Outside of School

In certain circumstances, we may discipline pupils for behaviour which occurs outside of school, in accordance with the DfE guidelines below:

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- *taking part in any school-organised or school-related activity or*
- *travelling to or from school or*
- *wearing school uniform or*
- *in some other way identifiable as a pupil at the school.*

Or misbehaviour at any time, whether or not the conditions above apply, that:

- *could have repercussions for the orderly running of the school or*
- *poses a threat to another pupil or member of the public or*
- *could adversely affect the reputation of the school.*

'Behaviour and discipline in schools: advice for head teachers and school staff' February 2014

In these circumstances, a member of the Senior Leadership Team will always be involved and parents will be informed.

Malicious Accusations Made Against School Staff

The Multi Academy Trust takes malicious accusations made against members of staff very seriously and will always seek to investigate fully in these circumstances. Further details regarding our procedures can be found in the document 'Statement of procedures for dealing with allegations of abuse against staff'.