

## **Behaviour Policy**

### **Aim of the Trust**

One community. Many ideas. Everyone's future.

We aim to provide an exceptional education for every child in the Trust through an ethos of collaboration and high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

This policy links to:

Anti-bullying policy

Safeguarding Policy

Child Protection Policy

### **Principles**

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. We aim to provide clearly stated expectations of what constitutes acceptable behaviour, combined with effective strategies for managing behaviour.

We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school. We understand that every adult in the school must act as a good role model in their own behaviour and actions.

All staff must be aware of the systems within school which support safeguarding and these should be explained to them as part of staff induction, according to 'Keeping Children Safe in Education'. Copies of this policy will be provided to staff as part of their induction. This behaviour policy should be read in conjunction with:

- The Child Protection Policy;
- The Staff Code of Conduct;
- The Safeguarding Response to Children who go Missing in Education; and
- The role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies).

We also understand that the best way to deal with poor behaviour is to establish a positive ethos, where pupils are valued for being good. Proactively dealing with behaviour issues before they occur e.g. by planning high quality, motivating lessons, consistent use of praise around the school and establishing a high quality learning environment, ensures that incidences of poor conduct are minimised.

This policy clearly outlines how Parlaunt Park Primary Academy creates a learning environment conducive to good behaviour and how Parlaunt Park Primary Academy (our school) rewards, celebrates and teaches positive behaviour. The policy also outlines the processes, rules and sanctions we use to deal with poor conduct.

## **Rewarding and celebrating good behaviour**

The school praises pupils for good learning and good behaviour at every opportunity. We also reward pupils with dots, stickers, certificates, cups etc. We want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way that they relate to others. At the same time, staff strive to ensure that the giving of rewards is balanced, fair and equitable (e.g. we do not 'over reward' disruptive pupils)

Rewards include:

- Verbal praise/congratulations, explaining why they are being praised,
- Dots are used in KS1 and KS2 which, in turn, lead to a bronze, silver or gold certificate given in assembly and in Early Years, children are given stickers to show an immediate reward
- Sending pupils with good work to other classes or to a senior member of staff
- The Headteacher's and Deputy/Assistant Headteacher's award special stickers to pupils either for their consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Displaying good work around the school
- 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.
- Awarding pupils with medals/certificates from interests outside of school during Key Stage Assemblies
- Informally speaking to parents at the end of the day to praise their child (or through a telephone call, letter or email)
- Publishing pupils work or their successes in the school newsletter or on the school Facebook page.
- Being chosen as a monitor
- Whole classes can be rewarded through marbles in a jar (or an equivalent system) with special rewards at the end, such as a class video, extra play, etc. (used sparingly)
- Applying for and being selected as a "Buddy" or peer mentor to act as a role model at playtimes and to support staff and pupils in ensuring playtimes are safe, fun and purposeful
- Class attendance prize

Staff at school will identify good behaviour for individual children with development disorders/conditions, such as autism or ADHD, and will reward using personalised systems as appropriate, if the above system needs amending. Parents will be communicated with as to how the reward system will work for that child.

### **Teaching Positive Behaviour**

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour. Individual children with development conditions, such as autism or ADHD may need to have a personalised approach to teaching positive behaviours.

Pupils learn about good behaviour through teaching rules such as:

- We keep our hands, feet and unkind words to ourselves
- We do what an adult asks us straight away
- We always try our best
- We respect people and property
- We listen to each other without interrupting
- We always tell the truth

During PSHCE lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. Teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism. School and class assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos. Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

## **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 Governing Body**

The Governing Body is charged with the duty to have policies designed to promote good behaviour and discipline and will make and amend the central policy based on a recommended draft from the Headteacher.

### **The Executive Principal**

The Executive Principal's role is to monitor the implementation of the Behaviour Policy, ensuring that it promotes learning, self-discipline, respect for others and proper regard for authority.

### **The role of the Headteacher**

It is the role of the Headteacher to implement the School Behaviour Policy consistently throughout the school, and to report to The Langley Academy Trust and the Local Governing Body, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

### **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 written with the children and take into consideration all their needs. They 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 where necessary.

### **The role of pupils**

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**

The school strives to work in partnership with parents and guardians, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes, as well as informing them if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent/guardian has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact their child's Year Group Leader, then, if necessary, the Deputy Headteacher or the Headteacher. If the concern lies with the Headteacher, parents should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

We work together with parents to meet the needs of individual children with development conditions, such as autism or ADHD, by being able to come up with solutions together. Good practice is to agree challenges for individual children, agreed with parents, to help move the child forward.

### **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 Class 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 Class Charter in classrooms. Staff revisit and reinforce the rules and school charter when deemed necessary, and assemblies help to reinforce these messages.

### **Dot System**

From Year 1 onwards, each class will have a dot chart (see appendix 1) displayed somewhere visual and accessible in their classroom

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 on to their blank certificate. Once they have 5 stickers (25 dots), they can take their certificate to be signed by the Head of Year. They will be presented during celebration assembly.

When they have 50 dots (another 5 stickers) they will take the certificate to the Deputy Head to get it signed.

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 begin again every half term.

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

Reception and Nursery use individual sticker charts for each child to act as a more immediate reward system.

### **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 and are supervised by a member of staff.

### **Behaviour Management Steps and Sanctions**

Alongside positive reinforcement for appropriate behaviour, all teachers use a pictorial system to help manage classroom behaviour (appendix 2).

This is a whole school approach to general classroom behaviour management. Children start each day on the sunshine. After a reminder prompt and perhaps other low key responses from the class teacher, should the unwanted behaviour be repeated, the child's name moves down to the rainbow, which gives a clear visual consequence. There are agreed whole school sanctions (see below) for when a child moves down the pictorial system (and beyond). Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate. Certain harmful or abusive behaviour goes immediately beyond red and is dealt with by DHT or HT immediately. If a child reaches the cloud, they can only move up to the rainbow as a result of consistently good behaviour. To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behaviour:

## Low level disruption

e.g. Talking / out of seat/ noises etc

ACTION: Minimal low key response managed by the Class teacher:

- praise of other children
- eye contact (stern stare, raised eye brow)
- assertive body language (crossed arms, frowns etc)
- name/pause technique
- being close and whispering a firm reminder
- reminder of rules
- a quiet word
- direct to seat
- quiet, unobtrusive 'What should you be doing?' or 'Are you okay?'
- not allowing them to sit with friends
- have a lining up order for assemblies/playtimes

## Beginning to challenge (Rainbow)

e.g. Continued low level disruption, not completing a reasonable amount of work in a set time due to behaviour/ deliberate disruption e.g. trying to distract other pupils from their work, kicking a pupil under the table, etc. / lying etc

ACTION: Response managed by the Class teacher:

- seat somewhere separate from class group
- set a time limit for improved behaviour
- reminder of expected behaviour
- encourage a return to green
- move to end of row if in assembly, large class group
- additional time (age appropriate) in class at playtime to repay behaviour, e.g. practising sitting still, completing work, etc.
- sit in 'Time out' chair in the classroom until they are ready to join back in
- 'Time out' in another class with their work (if already timed out in class) with adult taking them
- child to apologise if appropriate
- informal conversation with parent/carer
- Behaviour record noted

## Serious (Cloud)

e.g. damage to property / refusal / persistent rudeness / suggestion of bullying etc

ACTION: Response usually managed by Year Leader or Senior Leader

- ☒ miss playtime
- ☒ Discussion with Senior Leader - possible internal exclusion (to be decided by SLT)
- ☒ possible playtime/lunchtime exclusion letter from LT
- ☒ possible SENCo involvement
- ☒ letter of apology (or picture if age appropriate)
- ☒ meeting with parents (SLT/Class teacher)
- ☒ Behaviour record noted

### **Very serious**

*e.g. repeatedly leaving class without permission / behaviour is creating a health and safety risk/ running out of school / fighting and intentional physical harm to other children / verbal abuse to any staff/racism*

ACTION: Taken to Deputy Headteacher/Headteacher immediately

- ☑ Meeting with parents
- ☑ Internal exclusion at very least
- ☑ lunchtime/playtime exclusion
- ☑ Possible fixed term exclusion
- ☑ possible withdrawal from next club or event/trip(if appropriate and behaviour related to club/event/trip)
- ☑ Behavioural/Pastoral Support Programme
- ☑ involvement of other agencies (CAMHS, SEBDOS, Inclusion team etc)

### **Extremely Serious**

*e.g. extreme danger or physically abusive/ very serious challenge to authority – persistent and dangerous / physical abuse to any staff / possession of weapon or drugs*

ACTION: Immediate involvement of Deputy Headteacher/ Headteacher

- ☑ Fixed term exclusion
- ☑ Possible permanent exclusion
- ☑ Managed move
- ☑ Behavioural/Pastoral Support Programme
- ☑ involvement of other agencies (CAMHS, SEBDOS, Inclusion team etc)

### **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
- Targeted interventions
  - o 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.)
  - o Early help (refer to Safeguarding policy)
- Family Support Workers

These will be reviewed by the pastoral and Senco team.

## **Monitoring**

All staff will report all behaviour incidents via CPOMS (this includes Midday Supervisors). All behaviour letters are saved onto the administration computers in the 'inclusion' file. Copies of all exclusion letters are also kept in pupil files. It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Behaviour Support Plan**

All staff at Parlaunt Park model expected behaviour in and around school. The inclusion and 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.

To gain a clearer understanding 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, their behaviour is monitored more closely by the class teacher on a daily basis. It will be reviewed on a weekly basis by the class teacher in liaison with the Year Lead or a member of the Senior Leadership Team.

## **Pupils with Special Education Needs**

At PPPA we understand that the majority of pupils with special educational needs require the same proactive behaviour management as all other pupils, and that many pupils with development conditions, such as autism or ADHD, thrive on having clear and precise boundaries matched to their social understanding.

Pupils with special educational needs relating to behaviour are given specific targets on their individual education plan (IEP) to support them in making progress in this area. As part of this IEP they may also have their own individual reward and sanction system which has been determined by the class teacher and SENCo, with the involvement of the pupil and parents. They may also receive additional support from specific individual or group work provided by a member of school staff or may receive additional support from an external agency.

Reasonable adjustments can be made to the Behaviour Policy to meet the needs of specific pupils with specific additional needs or disabilities, which will be based on all available guidance. This is at the discretion of the Headteacher.

## **Exclusions**

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 an internal exclusion, a fixed term or permanent exclusion.

Following a fixed term exclusion, the child, (with their parents/guardians) will attend a re-integration meeting upon returning to school and a Post Exclusion Meeting (PEM) will be put in place internally to support the pupil. This will be held by a Senior Leader. A second member of staff will also be present, such as a Family Support Worker or class teacher.

A permanent exclusion may be made by the Headteacher because of an incident of extreme behaviour or as a result of several incidents of serious or very serious behaviour incidents over time

### **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 Positive Handling 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. (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.
- Whether the behaviour results in the need for a consequence in school or an exclusion.

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

### **Exclusions**

This policy is designed to briefly outline our approach to exclusions within the statutory framework as defined in The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2017. It outlines only where the academy applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Parlaunt Park Primary Academy

recognises its statutory duty to not discriminate against pupils based on protected characteristics, such as disability or race and that particular consideration is provided to the fair treatment of pupils from groups who are vulnerable to exclusion.

Where we have concerns about a pupil's behaviour, we will try to identify whether there are any causal factors and intervene early to reduce the need for a subsequent exclusion. In this situation, the academy would consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.

A pupil may be at risk of exclusion for:

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

### **Internal Exclusions**

When a pupil has gone beyond the pictorial system, an internal exclusion may be considered. In the event of an internal exclusion, the pupil's parents/carers will be notified by the Headteacher or another member of the Leadership Team or a Family Support Worker, by phone.

The Headteacher will decide how many days the exclusion will be in place for and staff including the class teacher, Year Leader and Deputy Headteacher, will be informed as necessary.

A timetable for the course of the exclusion will be drawn up by the Deputy Headteacher (behaviour) or a nominated person, stating the members of staff who are responsible for supervising the excluded child at set times during the day.

An internal exclusion can take place in another classroom in the school or in a senior leader's office, as deemed appropriate.

The following procedures must be strictly adhered to if the exclusion is to be effective:

- The class teacher of the excluded child will need to set work for the exclusion
- Work from the class teacher must be left with the Deputy Headteacher before the start of the school day
- Work given should be easy enough for the child to complete unaided
- Staff supervising the 1st session from 8.45am or a senior leader, must collect the excluded child from the main office and escort them to the designated area.
- Staff supervising the last session of the day will need to escort the child to the main office at 3.20pm for them to be collected by a parent/carer. Staff do not need to wait with the child until they have been collected, as the responsibility will then fall to the office staff
- If the child needs to go to the toilet during a session, the member of staff supervising must escort them to and from the nearest children's toilet
- During the lunchtime session the member of staff needs to escort the child to the Lunch Hall to collect their lunch and then return to the designated area for the child to eat.
- During supervision, staff should not help the child with their work or engage in conversations with them. If they are stuck they need to go onto the next questions/task, but if it is felt that they

are using this as an excuse to not complete the work it will be explained that there will be additional sanctions for incomplete work. If this occurs, a note with the work should be placed in the Head's office

- If a child's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact either, the HT or DHT immediately
- The child should not be left unsupervised at any time. If the member of staff supervising the next session fails to turn up, then a member of senior management or the office should be contacted for them to arrange for someone to cover.
- Other members of staff who pass by should avoid engaging with the child either to sanction or to counsel.

### **Fixed Term Exclusions**

A Fixed Term Exclusion can only be authorised by the Headteacher or one of the Deputy Headteachers or Assistant Headteachers acting on behalf of the Headteacher. If the decision was being made by the Deputy/Assistant Headteacher, he or she would try to contact the Headteacher to discuss. However, if this was not possible, the Deputy would have the authority to make the decision.

### **Permanent Exclusion**

Procedures for Permanent Exclusions follow current legislation on exclusions as set by the Department for Education.

In the case of a Permanent Exclusion this can only be authorised by the Headteacher after full consultation with and guidance from the Trust's Executive Principal or by the Executive Principal. Moreover, if there is the intention to permanently exclude, the Chair of the Governing Body must be consulted. It is crucial to state that all reasonable efforts would be taken to avoid a permanent exclusion, including the possibility of a managed move to another school. If a permanent exclusion or a managed move was being considered for a child with an Educational Health and Care Plan or a Looked After Child, the Local Authority would be consulted.

### **Notification of a Fixed Term or Permanent Exclusion**

Parents will be notified as soon as possible of the decision to exclude a pupil for a fixed term or permanent exclusion and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day. When the Headteacher excludes a pupil they will, without delay, notify parents of the period of the exclusion and the reason(s) for it.

The Headteacher also without delay will provide parents with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the Governing Body and how the pupil may be involved in this;
- how any representations should be made; and

- where there is a legal requirement for the Governing Body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. Where an excluded pupil is of compulsory school age the Headteacher will also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier).

In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.

A student who has been excluded will have the reason for his/her exclusion explained to him or her by a member of staff so that they understand the nature of the misbehaviour.

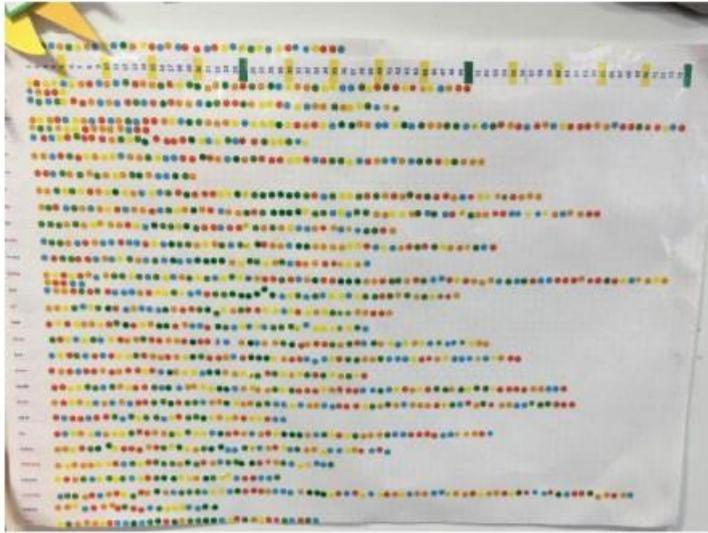
The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. Local Authority or SEBDOS (Social and Emotional Behavioural Difficulties Outreach Service).

Should it be decided, for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the academy will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following exclusion, the child will be able to return to the academy and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

The Chair of the Governing Body will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion

## Appendices

### Appendix 1 Example of a dot chart



### Appendix 2 Example of a sun, moon, rainbow chart (need rocket image)



