



Glenleigh Park Primary Academy Behaviour Policy

This policy was adopted on 1st January 2019

This policy is due for review in January 2020



Philosophy

We believe that...

1. Individuals who take pride in themselves and their personal property will learn respect and a sense of responsibility for others and the property of others.
2. Individuals who are treated with respect and honesty learn to treat others with the same regard.
3. Compassion and tolerance are vital qualities for good citizenship at Glenleigh Park and in the world at large.
4. To develop acceptable behaviour at Glenleigh Park, we must establish clear expectations that are consistently encouraged through positive reinforcement.
5. Building these positive qualities must be a cooperative effort between the home and Glenleigh Park.
6. Additional behaviour support becomes necessary for only a very small portion of pupils at Glenleigh Park.
7. All consequences and sanctions should be appropriate.
8. Regular attendance and punctuality at school will help pupils to develop their self-confidence as learners and citizens of the school and to improve pupil attainment.

Glenleigh Park Primary Academy aims to provide an environment that is safe and academically challenging for all pupils and staff.



Community Rights

Glenleigh Park is a community where all members; pupils, teachers and leaders-have fundamental rights:

Teachers have the right to teach,

Pupils have the right to learn in a classroom free from disruption,

Everyone has the right to be treated respectfully,

Everyone has the right to have personal and academy property respected and safeguarded,

Everyone has the right to feel safe from physical and verbal abuse.

Aims of the Behaviour policy

We want our school to be the very best it can be. This Behaviour policy demonstrates the commitment of the school to ensure that everyone who comes here feels safe and welcomed in an environment which promotes positive attitudes and behaviours for learning.



Pupil Behaviour

Pupils are encouraged to understand that teachers will recognise and support positive behaviour but will not tolerate inappropriate, disruptive behaviour. Such an understanding will foster the growth of mutual trust and respect.

Good pupil behaviour will be reinforced, and disruptive behaviour will be discouraged. Honest and consistent feedback about their behaviour will be given to pupils by teachers and leaders, in order to reinforce which behaviours are appropriate and which are inappropriate.

Further, pupils will be taught how to choose responsible behaviours so that in the future they will be able to make independent, responsible choices that enable them to be ethical, productive members of society.

Glenleigh Park Primary Academy has only two school rules.

Always try your best

and

Treat others the way you wish to be treated

These two basic and clear expectations are a means to promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to love learning. We say them often in assemblies and at play, or lunchtimes. They cover all other expectations of acceptable behaviours and are applicable to all of the school's stakeholders; pupils and parents, teachers and visitors.

'Classroom Code'

At the start of the new academic year, each class develops and agrees their own set of organisational rules for their room and their 'classroom code'; this may include a rota of monitors and classroom helpers. The 'classroom code' should be displayed prominently in each classroom and should be understood by all of the pupils in the class.

There is also an expectation that children walk in school, that they talk quietly and that they show respect to visitors, guests and the school building. Staff are encouraged to remind pupils to do these things should this not be the case.



RESPONSIBILITIES

School Staff

It is the responsibility of the class teacher and teaching assistant to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time. Outside of lessons, it is the responsibility of all staff to monitor and intervene where behaviour is not in line with the school rules and to praise children who are behaving in a positive way.

We never ignore poor behaviour.

- The class teacher liaises with the child's previous and next teacher to ensure good understanding of the pupil's needs and a good transition.
- The class teacher liaises with the SENCO and outside agencies if necessary to support and guide the progress of the child.
- The class teacher collates and reports to SLT and parents about the progress of each child in their class. The class teacher may have to contact a parent if there are concerns about the behaviour or welfare of a child, but this is always discussed with the Head of School, Deputy Headteacher or relevant member of the school leadership team first.

'Our clear message to our children is that they own their behaviour and they are in charge of it. Our job is to build their self-esteem and confidence to help them help themselves.'



Staff at Glenleigh Park Praise Often...

We always reward good behaviour as we believe that this will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Praise and Rewards

We praise and reward in a variety of ways.

- ✓ All staff are role models and consistently follow through rewards or sanctions as shown in our policy.
- ✓ We never underestimate the power of word and communication, a smile and encouragement. **We never ignore good or bad behaviour.**
- ✓ Teachers congratulate children and celebrate with them.
- ✓ Staff congratulate pupils on excellent attendance and discuss why this is top priority.
- ✓ All staff speak positively to, and about, our children and actively promote good behaviour.
- ✓ Staff give stickers. Positive signs, such as a smiley face and comments, are put on work and discussed with children.
- ✓ Children can be sent to a partner teacher or senior leader to show and celebrate excellent effort or work. **(A yellow post it note with clarification accompanying the child will give more weight to the praise.)**
- ✓ Excellence is shown in classroom and school displays. Children have work of a high standard displayed in the school.
- ✓ Children are given jobs or responsibilities, such as book and table monitors, to look after their classrooms and school.
- ✓ All children are encouraged to look after each other and their school.
- ✓ Golden trophies are awarded every week in Friday's assembly. These link to the PSHE curriculum and focus on personal qualities that pupils have displayed.
- ✓ Special assemblies, throughout the year, celebrate excellence in standards, behaviours and attitudes to learning.
- ✓ Our Trophy Cabinet displays the achievements of our pupils. At the end of the year, teachers decide which pupils from within their class keeps the golden trophy.
- ✓ Parents are informed when improvement or effort and excellent work has been produced so that they reinforce our policy. This will be communicated through daily 'Star' certificates, text messages, phone calls and face to face communication.



Classroom Rewards

Classes can accrue 'Marble Points'. These are awarded for times when the whole class works well together; this could be for teamwork, concentration and productivity, politeness. Marbles are taken from one jar to another. When the class has collected all 100 marbles they can choose the theme of their 'Marble Party'. This should still be a fun learning time.

'Star' certificates are awarded in classes every day to pupils who have followed the school rules and impressed their teacher and teaching assistant with the attitude and learning.

Every action has a consequence! We always encourage good behaviour so therefore we get good consequences most of the time.

Sanctions

Some of our children, however, need more support to do their best and act appropriately and in a way that is acceptable for all of our school community. Sanctions therefore should reduce misbehaviour and promote desired behaviour.

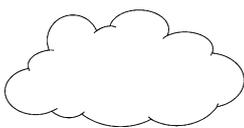
Class Behaviour Management System



A pupil who excels in their learning or makes excellent behaviour choices will receive a 'certificate' and their name will be moved onto the star.



Pupils begin every day with their name on the sun.



If a pupil breaks one of the school rules their name will be moved to the white cloud.



If a child continues to break the school rules they will move to the black cloud. If a pupil finishes a session on the black cloud there will be a loss of privileges. This will normally occur immediately. The loss of privilege will be decided on by the class teacher.

Each new session has a fresh start. After a pupil has been spoken to by their class teacher and clear guidelines and expectations given; children will move back to the Sun.

Privileges and sanctions are discussed in PSHE/Circle time lessons, regularly, with all the class. Children are then clear about their class rules and teacher's expectations from the outset. Foundation Stage, KS1 and KS2 sanctions may be slightly different but all are designed with this policy in mind.

Extreme behaviour or repeated poor behaviour

- If a teacher has used every strategy including discussing the inappropriate behaviour with the child, a child may need to be taken out of class – Where cooperative, a TA will accompany the child to the Head of School, Deputy Headteacher, member of the senior leadership team or other relevant staff member. If the child does not cooperate, a senior staff member will come and remove the child where necessary.
- No child will be stood outside a class
- A record will be kept of any child who is unable to stay in their class.
- If an incident has happened elsewhere the class teacher will be notified.
- If a child has been removed from a classroom a decision will be made about the appropriate next steps. This will be based on the behaviour exhibited, the needs of the child and any additional information that is relevant to the individual child. The decisions taken will be aimed at helping the child to learn from their mistake and not repeat it in the future along with supporting victims of the poor behaviour. Possible outcomes are; losses of privilege; internal exclusion; relocation to another classroom. We may ask pupils to undertake restorative actions, for example cleaning graffiti if they have caused this damage to school property.
- Repeated bad behaviour is always reported the Head of School or Deputy Headteacher.
- Parents will be asked to help to support their child in making the desired behaviour choices.
- In incidents of extreme or repeated poor behaviour a record of events, both in class and in other areas, will be kept and the child is observed and behaviour is closely monitored. Parents are kept informed.
- The SENCO and outside agencies may become involved to help the family and the school. The school may refer to ESBAS (Education Support, Behaviour and Attendance Service) should additional behaviour support be required.
- Parents are always involved in a programme of support.
- Serious or dangerous behaviour is reported to the Head of School or Deputy Headteacher straight away. Parents are asked to come into school immediately to discuss ways forward to change and rectify behaviour before a decision will be made on whether their child can return to class this includes following exclusions.
- There may be the need for a lunchtime timetable or exclusion if a child finds it particularly difficult to play with his peers at this time. 'Lunchtime Club' may be used to support a child who is finding it difficult to follow the school rules at lunchtimes.

- Parents of pupils who are displaying challenging behaviour may be asked to accompany their child on school trips to ensure they do not miss the learning experience.

Exclusion

Exclusion of any sort, for any period of time, is taken very seriously by the school, and the decision to exclude is not taken lightly. Various alternative strategies to manage behaviour will be tried before exclusion, as this sanction is only used as a last resort unless there is an immediate threat to safety within the school. If it is decided that exclusion is necessary, the parents or carers of the pupil will be notified, and the circumstances surrounding the exclusion will be formally recorded.

Exclusion may be for a fixed period of up to five days following which an excluded pupil will return to school. Parents/carers are expected to attend reintegration meetings following any fixed term exclusion to agree next steps and prevent repeat exclusions. Permanent exclusion will result in a pupil being unable to return to Glenleigh Park Academy.

Please refer to Aurora Academies Trust Exclusion policy for further information.

Bullying

The school does not tolerate bullying of any kind.

- Bullying is defined as '*premeditated, persistent, unkind behaviour towards others*'. We act immediately to stop it!
- Whilst it is difficult to eradicate bullying, we do everything we can to ensure our school is a safe place for our children to be.
- An Anti-Bullying Week is a focus each autumn term and bullying is discussed regularly in Circle Time and in PSHE lessons and assemblies. Pupils are given clear guidelines and strategies to deal with bullying.
- There is a 'worry box' in each classroom.
- Parents are made aware of strategies in meetings and newsletters.
- We have an open door policy to allow parents to come and discuss any worries and issues they may have. Teachers are available at the end of the day or the Head of School or Deputy will meet with parents to discuss any issues and to find ways forward to work together to support their child whilst at Glenleigh Park Primary Academy.

Online-bullying

Cyber-bullying (also called 'online bullying') is when a person or a group of people use the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

- We recognise that this type of bullying normally happens outside of school but the impact can be felt at school. For this reason we are vigilant in monitoring any signs of cyber-bullying and take allegations very seriously. Where it is identified we will work with pupils, parents and outside agencies, including the police, to resolve issues.

Searching and Screening

(Department for Education Guidance: Searching, Screening and Confiscation February 2014)

The Head of School and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

In addition to this school staff can search pupils for any item if they agree.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Use of Reasonable Force

(Department for Education Guidance: Use of reasonable force July 2013)

The use of reasonable force will always be the last option taken by school staff. All school staff have the right to use reasonable force and the decision to do so is taken individually. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. 'Reasonable' means using no more force than is necessary.

Glenleigh Park Academy may use force to;

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

This list is not exhaustive and there may be other times when using force is necessary.



If reasonable force is used on a pupil detailed records and witness statements will be recorded. Parents/carers will be informed and an explanation of what has taken place and why will be share