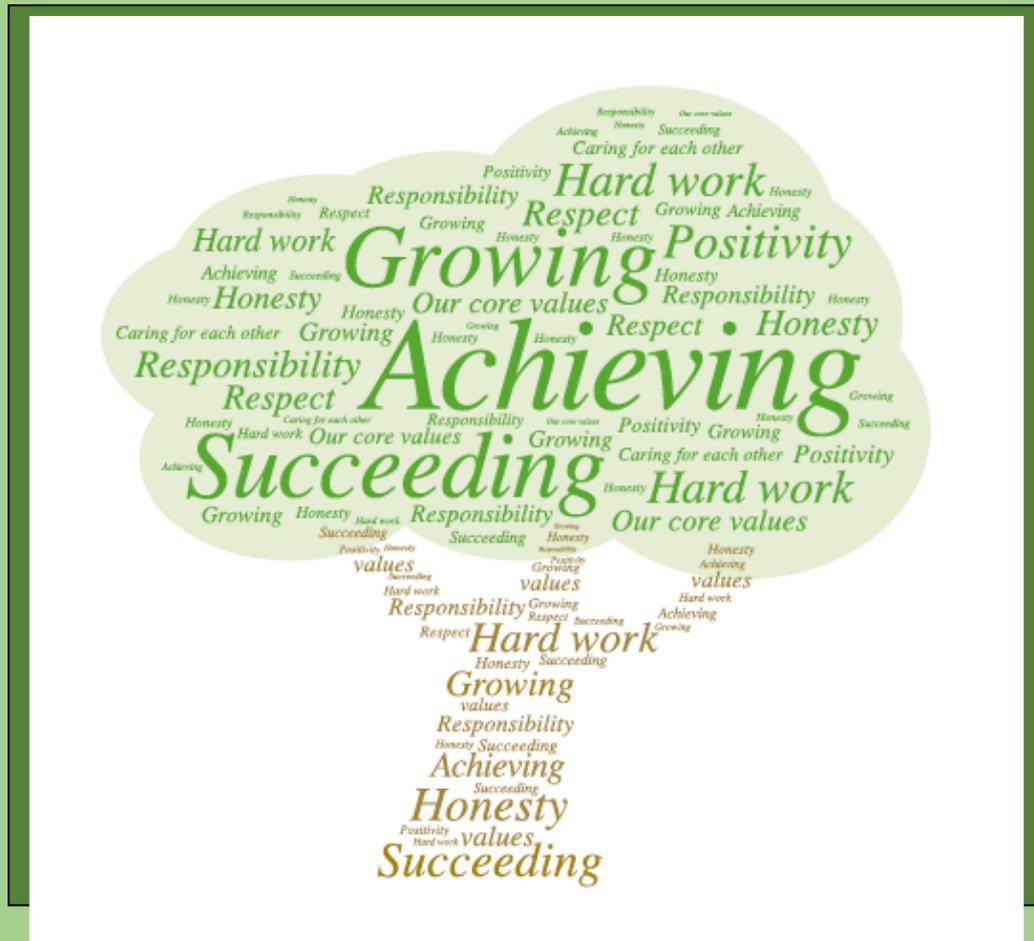


# Park End Primary School



Approved By:

Date:

## Behaviour Policy

Review Date	Type of Review	Comments	Initials
July 2017	Update		LR

## Behaviour Policy

### Introduction

1. At Park End Primary we expect and encourage good behaviour and self discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

### Aim of the Policy

#### 2. The aim of this policy is :-

- To encourage a calm, purposeful and happy atmosphere within the school to ensure effective learning and teaching takes place throughout school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

### The School Rules

#### 3. Whole School Golden Rules

- Always try your best
- Take care of others and our school
- Follow instructions from the adults in school

#### 4. Pupil of the Week

- Work hard at school and at home
- Be prepared and dress correctly for school
- Come to school on time every day
- Always behave well

### Expectations in School

#### 5. In the classroom, children are expected to:-

- Listen when someone else is speaking

- Not shout out
- Move around the class quietly and sensibly
- Use and return classroom equipment appropriately
- Respond immediately to “Stop – give me your attention please”

**6. When lining up, children are expected to:**

- Keep a person space between them and the next person
- Keep hands and feet to yourself

**7. When moving round the school, the children are expected to walk:**

- On the left hand side
- Quietly
- In a single file
- With a person space between each child

**8. In Assembly, children are expected to:**

- Enter silently
- Move in a single file
- Sit quietly facing the front

**9. In the dining hall , children are expected to :-**

Line up and enter sensibly  
 Understand it's great to say please and thank you  
 Never move tables and talk quietly  
 Carefully eat  
 Help to clear up

**10. In the playground, children are expected to:**

Be kind to others  
 Remember to look after equipment  
 Every child needs to line up at the end of playtime  
 Ask an adult for help if you have a problem  
 Keep safe and in the area you should be

**Rewards for Good Behaviour and attitude**

**11. We reward good behaviour in a number of ways:-**

- Moving up the Golden Ladder
- Golden Time

- Praise
- Smiles
- Entry into Pupil of the Week
- Stickers or stamps
- Special activities, small prizes, certificates
- Sticker or certificate from Headteacher or Deputy
- Showing work in assemblies or to other classes
- Informing parents of good behaviour: verbally, certificates

### Dealing with Unacceptable Behaviour

12. Emphasis is always placed on rewarding good behaviour. Developing positive relationships encourages good behaviour. All staff use the Golden Ladder. Children who are moved down the ladder are encouraged to correct behaviour in order to move back up the ladder.
13. Staff are team teach trained and this is renewed every three years.
14. All staff record incidents of poor behaviour upon the CPoms system.
15. The following system is used to deal with the consequences of poor behaviour:-

#### **Warning (Orange):**

- Give a reminder to the child to encourage them back onto task.

#### **Final Warning (Red)**

- Children are taught that this is the final stage of warnings. Pupils will lose some of their golden time if they remain in red at the end of the day. Teaching time should not be used for further discussion. If unacceptable behaviour continues, move to consequences.

#### **Consequences**– to be followed consecutively:

- **Time out** in class for a brief period. Children do not complete work in time out. It needs to be an area with little distraction for children to reflect upon their behaviour.
- **Time out** with another teacher for an agreed period of time. Teachers agree with each other where children will go for time out in a different class.
- **Isolation.** A set period with a member of staff to discuss behaviour and if required complete work set independently.
- **Lunchtime reflection** is staffed by senior staff to support with dealing with lunchtime incidents. Reflection is only used for break time incidents.

- **Contact parents** from class teacher. An informal discussion with parents either at the end/start of the day. Class teachers record on the CPoms that parents have been spoken to. The Key Stage team leader is alerted to behaviour concerns through Cpoms.
  - **Parents sent for** to discuss with HT and Class teacher
  - **Involve SENCO.** Discuss concerns with SENCO. Next steps may involve registration on SEN register and behaviour modification programme.
  - A **Behaviour Plan** may be drawn up. Emphasis is always placed on rewarding good behaviour.
  - **Loss of privileges.** If it is deemed unsafe for a pupil to leave the school grounds they will remain in school. Under such circumstances the Class Teacher will discuss concerns with HT/DHT. The child will not be given a consent form. A log of incidents will be discussed and explained to the parents. Alternative arrangements will be made before the day of the visit. This will be decided upon an individual basis.
16. In extreme cases exclusion procedures may be followed. The steps involve internal exclusion, fixed term or permanent exclusion. Each case will be dealt with on an individual basis.
17. Children whose behaviour is a severe cause for concern will be brought to the attention of the whole staff at staff meetings.

### Emergencies

18. Senior Leadership Team can be summoned in an emergency if a child brings the class **helping hand**. Emergency behaviours are for example loss of class control, violence, aggression. This card is kept within easy access in each teaching area on the class information board.

### Special Educational Needs

19. Children who are identified as having particular emotional and behavioural difficulties are registered on the SEND Register.
20. These children, while expected to conform to the school's behaviour policy, may have particular behaviour modification programmes identified as part of their Individual Education Programme (IEP) or Pastoral Care Plan (PCP).

### Equal Opportunities

- 21 We endeavour to treat all children fairly according to their needs and in accordance with school policy.