

Glenleigh Park Primary Academy



Behaviour Expectation Policy

September 2016 to September 2018

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

Community Rights

The academy 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

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.

Teachers' and Leaders' Roles in Encouraging Positive Behaviour

The teacher will encourage positive behaviour by using praise, compliments and rewards. She/he will treat all pupils equally and fairly modelling respect and fairness through his/her own behaviour. During Assembly appropriate pupil behaviour will be

praised by the leaders. As a result, trust between the pupil and the adults will be enhanced and pupil self-confidence will grow.

Academy Expectations

The academy expects the pupils to be well behaved at all times. Any action inside or outside of the classroom which interferes with another pupil's education or well-being will be considered inappropriate and a violation of academy policy. Any action inside or outside of the classroom which is disrespectful to the teacher and his/her authority as an educator, will be considered inappropriate and thus a violation of academy policy.

These expectations should be explained to pupils regularly during assemblies throughout the first weeks of the school year, particularly, and reinforced on a daily basis during the first months.

Commendations should be given publicly for good behaviour and guidance given to those who need support.

Pupils should receive reminders as to what constitutes responsible behaviour and what is not acceptable and these reminders should be given as often as needed.

Disciplinary Measures

Part of the academy's mission is to teach pupils to take responsibility for their actions, to help them recognise the consequences of their actions and to teach them alternative behaviours. The following is the discipline hierarchy used by the academy when dealing with inappropriate behaviour that teachers refer on.

1. If children are referred to the Executive Head, Head, Deputy Head or assistant heads a meeting with parents may be needed, to discuss the expectations of behaviour in the Academy.
2. If the pupil continues to be referred then he/she may be suspended for one or two days depending on the nature of the offences.
3. Continued uncooperative behaviour may result in exclusion, though this is to be avoided if at all possible.

Conclusion

The academy believes that by implementing the above behaviour policy, a safe and academically challenging academy environment is created. Further, the policy protects the rights of all the community members, and allows pupils to model

acceptable behaviours and avoid unacceptable ones. Finally, the policy guides the pupils in becoming responsible, productive and ethical members of the academy community.

Glenleigh Park 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.

Each class at the start of each year develops and agrees their own set of organisational rules for their room and their classroom code.

It is also an expectation that children walk in school, that they talk quietly and that they walk on the left especially on the stairs.

RESPONSIBILITIES

Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time and as they move around school.

If a child repeatedly misbehaves the class teacher keeps a confidential record of all such incidents. In the first instant the teacher deals with the incidents him/herself in the normal manner. If a child reaches the limits in class they are to be sent for 10 minutes to a partner class. This time is to be made up with work at Break or Lunchtime which is overseen by the class teacher.

Partner classes –

2 Reception classes

2 Y1 classes

2 Y2 classes

2 Y3 classes

2 Y4 classes

2 Y5 classes

2 Y6 classes

However, if misbehaviour continues the children then needs to be sent to the Key Stage leads.

Finally, it may then be necessary to involve the Assistant Head, Deputy Head and Head Teacher

The class teacher liaises with the SENCO and outside agencies if necessary to support and guide the progress of the child.

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 records progress on and reports to Senior Staff 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 either the Key Stage leads, Assistant Head, DeputyHead or Head Teacher 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 a top priority.
- ✓ Class attendance percentages should be celebrated and 100% aimed for.
- ✓ All staff speak positively to and about our children and actively promote good behaviour.
- ✓ Staff give stickers or have praiseworthy stampers.
- ✓ Positive signs such as a smiley face and comments are put on work and discussed with children, as shown in our Marking Policy.
- ✓ Children can be sent to a partner teacher, KS Lead, Assistant Head, Deputy Head or Head Teacher 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.)
- ✓ Team points are awarded by any member of staff to children
- ✓ Classes can accrue Class Points. These are awarded for times when the whole class works well together. When the class has collected 50 Points they can choose a reward. This should still be a fun learning time.
- ✓ Excellence is shown in classroom and school displays. All children have work of a high standard shown somewhere in the school.
- ✓ Children are given jobs of responsibilities as monitors to look after their classrooms and school.
- ✓ Year 6 as Ambassadors play a prominent role within the school taking on greater responsibility as the year progresses.
- ✓ All children are encouraged to look after each other and their school. This is discussed in PSHE and in circle time
- ✓ Each Friday there is a celebration assembly where behaviour and academic work is praised and rewarded. Photos of these children are displayed weekly in the entrance hall and put on facebook.

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

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.

Sanctions

Privileges and sanctions are discussed at the start of the year and in 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.

Order of Sanctions

- Words of disapproval and disappointment. Clarification about what is expected.
- We never underestimate the power of communication and clear expectations held and established by the child's teacher and all staff but realise the difficulties our pupils and their families may have in understanding words and communication.
- Staff should monitor attendance and highlight patterns of absence to the Attendance Officer and SLT.
- Attendance should always be highlighted and celebrated at Parents meetings
- Using sad/smiley face on board and putting the child's name next to either of these to avoid stopping the lesson for the other children.
- A tick next to their name is used to show issues.
- If 3 ticks are acquired in one session there will be a loss of privileges.
- In Foundation Stage after a verbal warning children's names will be put on a board as a further warning. Then a time out sanction will be used.
- To encourage children to manage their own behaviour children in Key Stage One children can lose ticks/move up and get their name off the board if they turn their behaviour around.
- Each new session has a fresh start after the child has been spoken to by their class teacher and clear guidelines and expectations given.
- Time out can be given in a partner class.
- If a teacher has used every strategy including discussing the anti social behaviour with the child, a child may need to be taken out of class, using the hierarchy mentioned earlier. If the child does not cooperate, a senior staff member will come and remove the child.
- Parents will be contacted to make an appointment for the end of the session or day to ensure that they know about their child having difficulties. It is vital that parents then support the school policy and work with the teacher to help their child.
- Children will always be accompanied by a TA or friend to another class. The security of all our children is extremely important in all sanctions that are carried out.
- If an incident has happened elsewhere the class teacher will be notified and talk to the child. Senior Management team will always be informed and discuss any behaviour issues.

- Losses of privilege may be 5 minutes off playtime while the teacher discusses the issues (we prefer not to take away playtime as children need exercise and a break, however, if their behaviour is poor it may be necessary). Another sanction should be missing some class celebration time or withdrawal of other class privileges as mentioned above. We may ask pupils to do Community service, helping others and school.
- Repeated bad behaviour is always reported to the Senior Management Team who will discuss the child's behaviour with the Deputy Head or the Head Teacher.
- Parents will be asked to help.
- 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.
- Parents are always involved in a programme of support.
- Serious or dangerous behaviour is reported to the SLT straight away. Parents are asked to come into school immediately to discuss ways forward to change and rectify behaviour before their child can return to class.
- There may be the need to exclude a child for a short set period of time whilst a programme of support is put in place.
- 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.
- A pupil whose behaviour has invoked the sanction of loss of privileges may be excluded from a school trip if we think that their behaviour would seriously jeopardise the safety and enjoyment of others. Parents would be asked to accompany their child to ensure they do not miss the learning experience.
- A Permanent Exclusion may occur, but this is a rare occurrence in our academy.
- Corporal punishment is not used, in accordance with the Education Act (no 2) 1996.
- The school does not tolerate bullying of any kind. Bullying is 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 times and in PSHE and Assemblies. Pupils are given clear guidelines and strategies to deal with bullying. 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 Headteacher 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**.