

Ebor Gardens Primary Academy and Victoria Primary Academy



EBOR GARDENS
Primary Academy



VICTORIA
Primary Academy

POLICY FOR POSITIVE BEHAVIOUR

Approved by the Governing Body 24th January 2018

Update: September 2018

Review date January 2019

Ian Goddard

Executive Principal

Purpose of Positive Behaviour

Good discipline has its roots in a stimulating classroom environment which grips each child's interest and imagination to such a degree that thoughts of misbehaviour become irrelevant. This remains an ideal and in practice needs to be linked to other factors:

- The general atmosphere of caring which is built upon a mutual teacher-pupil respect and recognition on the part of the child that there exists a close home-school support system.
- A close consistency amongst staff with regard to standards and expectations of all kinds, linked to a mutual support system for all members of staff – teaching, support, office staff and all other adults who come into school and hold positions of responsibility.
- A clearly outlined framework of discipline and expectation within the school coupled with explicit statements to the children on agreed standards, values and behaviour. In addition each class will agree its own set of Class Rules and cover aspects of rights and responsibilities as part of the induction period at the start of each term.

Desirable Aspects of Children's Behaviour in School

Purposeful activity around school at all times, for example on entering the classroom first thing in a morning, after playtimes and lunchtime, and if the teacher is dealing with an emergency, at playtimes and lunchtimes.

Working responsibly independently and as a member of a group.

- Responsible movement throughout the school both with and without supervision.
- Habits of politeness - closing doors quietly, holding doors open for others, good table manners at lunch time, using please and thank you, excuse me, the courteous greeting and direction of visitors.
- Constant cleanliness and tidiness, both indoors - cloakrooms, floors, work areas, library, shop and out of doors. (Linked to health & safety)

Within the classroom

Each learning environment has a positive learning chart linked to **Behaviours for Learning** which run alongside their class rules:

Everyone starts on Green (I am learning)

Amber (I am disrupting my learning)

Silver (I am setting an example to my peers)

Gold (I am a role model for my peers)

If a child achieves Silver then they will receive a Head teachers sticker and 5 house points.

If a child achieves Gold then they will receive a Head teachers award certificate and 10 class dojos/shop points.

Sanctions Overview

1. Minor offences will be dealt with by the teacher/adult on duty/supporting a group session. Repeated misbehaviour should be recorded in the Behaviour Book which is monitored once a week by a member of the SLT. If the behaviours continue and are minor, then the Pastoral lead will work with the teacher to identify strategies to support the child to make the right choices. Strategies will be based on positive rewards such as sticker charts, class dojos and becoming leaders of an area that they can thrive in. Parents will also be informed through the class teacher.

2. Children who disrupt class sessions or do not complete work due to misbehaviour will move through the positive learning chart. Work will be completed during playtime or lunchtime if it is not completed during the lesson in class. If there is no work to complete but behaviours have not improved, then children will lose time in the "Think it Through" area. Teachers will inform the member of SLT who is overseeing the 'Think it Through' area for that day who the children are to attend and how many minutes they will be there for. Teachers are expected to bring children to the designated area for "Think it Through" time.

3. During lunchtime, Lunchtime Assistants will deal with minor offences. More serious or repeated offences will be reported to the Pastoral Lead verbally and recorded in the communication books which will then be passed onto the class teacher. Children who misbehave at play or lunchtime should be dealt with initially outside and only escorted with a member of staff to the SLT duty lead.

4. Children who cannot manage their behaviours in a positive way to an extent where learning of others or themselves is repeatedly being disrupted (see behaviour chart with appropriate steps), then their behaviours will be monitored. Repeated misbehavior should be recorded on Arbor and will be monitored once a week by a member of the SLT (Head of School/Vice Principal). If the behaviours continue, then SLT will liaise with the Pastoral lead to conduct a learning review for that child which will **either** culminate in a Boxall profile assessment and support through nurture time **OR** the teacher supported by the pastoral lead through appropriate interventions such as Individual Behaviour Plan (IBP). *A consequence group will run at lunchtimes for children who need it, to reflect on their behaviours and complete any learning that they have missed through their behaviour choices.*

5. Serious Offences: Racist behaviour, homophobic behaviour, bullying (inc. Cyber bullying) behaviour which is likely to cause injury to self or others, verbal abuse of others, repeated verbal misconduct, inciting others to offend, willful damage to property, sexual abuse, sexual harassment. Children who commit these offences must be reported immediately to the Head of School. It is school policy to consult with parents over serious misbehaviour. Serious offences may result in a temporary exclusion, which could either be internal or external.

6. Repeated Serious Offenders will be subject to the school's zero tolerance approach and parents will be asked to support us with this. To implement this, a meeting will usually take place between the Head of school, Class Teacher, Pastoral Lead, Child and Parent. The inappropriate behaviour is identified and strategies to support the child to make the right choices will be agreed by all. The child will be referred immediately to the Head of School if there are any further occurrences and will be supported through the pastoral team and nurture provision in place. If necessary a referral to external agencies for support will be made if we deem it relevant to the child.

7. Children who commit these offences should be reported to the Head of School immediately. It is school policy to consult with parents over serious misbehaviour. At Ebor Gardens and Victoria Primary Academies it is unlikely that children would behave in such a way as to be unkind to others through discrimination or bullying.

8. The Governing Body would be involved only in extreme cases and this may lead to a fixed term exclusion.

IMPORTANT

Inappropriate or disruptive behaviour can be a result of stress. One cause of stress is child abuse. The named people in our schools for child protection are:

Miss Sherree Dooley (DSL Ebor Gardens & Victoria)

Mrs Burnett (Deputy DSL Ebor Gardens)

Miss Florey (Deputy DSL Victoria)

Mrs Rozycki (Deputy DSL Victoria)

Do seek advice if you have any concerns about any child.

Equal Opportunities

Gender - Staff must set the same standards of behaviour for boys and girls.

Special Educational Needs –Treating all children fairly does not mean they should all be treated exactly the same. Each child is an individual. If a child has a long or short term special behaviour/discipline need all staff should be made aware to ensure consistency.

Culture - Regard should be given to the culture of the home. It is the school's responsibility to work in partnership with home to agreed models of behaviour and discipline for all children.

Rewards

- Children gain shop points for acts of kindness, putting effort into their work, coming to school in uniform, completing homework, having PE kit in school, good conduct in assembly, being on time and anything else above and beyond. This is an incentive that encourages children to learn about saving. House points maybe accumulated through the class dojo reward.

In celebration assemblies we have:

Ebor Gardens Primary Academy	Victoria Primary Academy
<ul style="list-style-type: none">• Learner of the week Award (<i>Writing Focus</i>)• Ethos of the Week• Nurture Award	<ul style="list-style-type: none">• Reader of the Week Award• Golden Book Award• Writer of the Week Award• Maths Magician Award

- Stickers
- Verbal Praise
- Within the classroom teachers operate a behaviour self audit system and this encourages children to reflect upon the expected standard of behaviour after each lesson.
- We aim to build self-esteem, self-belief and self confidence in all our children.

Positive Behaviour Policy

At Victoria Primary Academy and Ebor Gardens Primary Academy, we demonstrate the best possible behaviour to ensure we are safe, learning and respecting each other.

All children start their day on **green**. Positive behaviours are noted by moving children to **silver** and **gold** on the behaviour chart.

We follow a system of steps throughout school, to ensure that all children are given the chance to make good choices, change their behaviour and make their way back to **green** as soon as possible.

Step	Action	Description
Step 1	Non-Verbal Signal	Adult gives signal to stop the inappropriate behaviour and allows take up time eg touch back of chair to indicate <i>'four legs on the floor'</i> .
Step 2	Verbal Signal	Adult will state the inappropriate behaviour, describe the desired behaviour and give choices, e.g. <i>'Jack, you're swinging on your chair. Let me see your chair legs down, thank you.'</i> OR <i>'You can either put four legs on the floor or if you need to, you can swap seats.'</i>
Step 3	Verbal Warning	If behaviour persists, adult will give a clear message that the behaviour needs to stop by issuing a verbal warning. <i>'Jack, I have already asked you to put all four chair legs on the floor—that is a verbal warning.'</i>
Step 4	Written Warning	If inappropriate behaviour continues, the child's initials will be written on the board and the child's name will be moved to the amber section of the behaviour display. Choices are repeated. E.g. <i>'Jack, you are still swinging on your chair, that is a written warning and you need to move your name to amber. If this continues, you will start to lose minutes from your playtime.'</i>
Step 5	Minutes Off	If inappropriate behaviour continues, minutes will be lost from playtimes. Add these as tally marks next to the child's initials on the board. Any lost minutes should be spent in the "Think it Through" area at break time. This area will be monitored by an assigned member of staff.
Step 6	Withdrawal	A pupil will be asked to leave the classroom if behaviours are at a disruptive/physical level. In the first instance, children should spend some time reflecting in the neighbouring year group class. They should then be expected to return to their learning appropriately. If the given time-out hasn't been effective, a member of the SLT should be called for.