



Langley Park
Primary Academy

BEHAVIOUR POLICY

2016 - 2018

Mission Statement

We believe it is important to set boundaries for children's behaviour and this document provides a framework for the creation of a happy, safe, secure and orderly environment. Within such an environment children can learn and develop as caring and responsible people.

It is written for all members of the academy community to allow each one to understand the policy of the academy and to apply it consistently and fairly.

Aims

- To ensure a safe, caring and happy environment where effective learning and teaching can take place.
- To promote and encourage citizenship, honesty and self-discipline and to ensure children take responsibility for their own actions.
- To ensure appropriate behaviour and language throughout the school.
- To develop a community within which all members show mutual respect for each other and his/her particular need.
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions.

Objectives

To further these objectives, we adopt a positive attitude that shows the respect all adults have for one another and for each individual pupil. By providing this role model, we encourage children also to show respect for adults and for other children.

We expect the following:

- All members of the academy will care for, and take a pride in the physical environment of the school
- Children will be well behaved, well-mannered and attentive.
- All children will be polite to their fellow pupils, adults and visitors to the school.
- Children will move around the building in a safe and sensible manner.
- Children should show respect for others and their property by refraining from interfering in any way.
- Children take responsibility for their own actions and behaviour.
- No child or adult will take part in offensive or abusive language that involves swearing, and/or insults about race, gender, sexual orientation or disability.
- Children will be punctual and have the correct equipment with them for that day.
- Sharp or dangerous objects are not to be brought into school.
- Pupils are not permitted to bring mobile telephones onto site unless permission has been requested and granted by the school. These may then be left with a member of the office staff and stored in the office

during the academy day, provided that they are clearly named. Items are left entirely at the owner's risk; the academy accepts no responsibility for loss or damage.

- All pupils including those attending the nursery must wear the correct academy uniform (Please see Academy Prospectus for details).
- The only jewellery allowed is ear studs, which must be removed for Physical Education.

All staff will recognise that mutual support is essential to ensure the smooth running of the academy. Teachers are not expected to deal with difficult situations on their own and can expect to give and receive support when needed.

Strategies

- To ensure the Behaviour Policy is known, supported and followed by all stakeholders, which includes parents, academy staff and governors.
- To ensure children understand that it is the behaviour that is or maybe unacceptable and not the child.
- Model and teach moral values and attitudes as well as knowledge and skills to promote responsible behaviours, self-discipline, self-respect and respect for other people and property.
- To encourage and recognise effort in both work and attitudes, through praise and rewards.
- To involve parents and carers in early consultation to discuss problems and actions whenever appropriate.

Expectations

Academy expectations will be shared with all pupils and opportunities to discuss them will be provided in order ensure that they are fully understood. All expectations will be displayed in an appropriate place.

Encouragement and Rewards

Encouragement is given at all times to all pupils, by teaching and non-teaching staff, to help pupils to attain these standards. Pupils are also encouraged to value the efforts of their peers, and rewards are given in recognition of achievement in all areas of academy life.

Rewards include:

1. Praise and positive encouragement from adults.
2. Praise from other pupils in the class or group.
3. The setting of appropriate personal goals to improve self-esteem and targets to improve the standard of work.
4. Certificates for effort and achievement.
5. Learning points.
6. Notes home.
7. Whole class rewards e.g. Secret Pupil

8. Celebration of achievements in special assemblies.

Sanctions

When a pupil is unwilling to work towards the code of expected behaviour, sanctions are applied. These will be appropriate both to the capabilities of the individual pupil and also to the need for safeguarding the rights of other pupils.

Available strategies include:

The Good Behaviour Chart - see Appendix 1 for a visual example.

- All children start on 'Ready to learn' and it is the school's aim to enable them to remain there or move above to either 'Fabulous Role Model' and 'Extraordinary Learner'. A clear guiding word, reprimand or warning will be used with reference to the Academy Expectations.
- If the guiding word is not effective, the child's name will be moved to 'Make better choices'. The member of staff will remind the pupil on how they could correct their behaviour thus giving opportunity for the pupil to correct their behaviour and the teacher will move the child's name back up to 'Ready to learn' as quickly as possible.
- If their behaviour does not improve, the child's name will be moved to 'Talk about a consequence'. Depending on the behaviour, the adult will speak to the child and a consequence will be given. These could include:
 - Reprimand by the Principal or senior member of staff
 - Removal of social time
 - Removal from the classroom to work with a senior member of staff

Additional Support for Pupils

- a) The class teacher may consult the Principal/Inclusion Leader and/or pupil's parents as to possible factors that contribute to poor behaviour.
- b) An individual Behaviour Modification programme is discussed with the Inclusion Leader and possibly the Specialist Teaching and Learning Service (STLS) and the appropriate procedures are followed.
- c) The pupil is withdrawn from the classroom for short periods of help and counselling on an individual programme.

Continuing Serious Infringement (Full documentation required)

- a) The Teacher and Principal will have further consultation with the pupil's parents and appropriate Outside Agencies as needed.
- b) The pupil is isolated away from the classroom under supervision (seclusion).
- c) The pupil is temporarily excluded from the academy for a longer period (the Governors are consulted).

- d) The Principal and the Governors exclude the pupil permanently from the school. The Area Education Office is informed.

A serious breach of the expected behaviour, where another pupil's (or adult's) safety is endangered, will result in the immediate application of the stronger measures.

Formal Steps to Avoid Exclusion

Whenever possible we strive to avoid the use of exclusion as a sanction for inappropriate behaviour. We have therefore devised a hierarchy of sanctions, where a fixed term of exclusion is only used after the implementation of alternative strategies. In most cases, pupils respond positively well in advance of the fixed term exclusion stage. The academy involves parents as partners in finding ways of helping their child to be a full and useful member of the academy community. Knowing that academy and parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour. The Principal is the only staff member to sanction an exclusion. In the Principal's absence, the Executive Head Teacher should be contacted and they can give permission for an exclusion to take place. If child does receive a Fixed Term Exclusion (FTE) they must attend a 'Return To School' meeting on the first morning of their return to school. This meeting will set out the expectations of the child, parent(s) and academy.

Liaison with Parents

Parents will be kept informed about their child's behaviour by the Class Teacher, either by letter, verbal communication or telephone. If it is considered useful to monitor behaviour on a regular basis, a Home/Academy Contact Book or report may be used if appropriate and in agreement with the academy staff and parents/carers. This can be written in either daily, or weekly, as considered appropriate, by both class teacher and parents. This in itself can be a useful tool for improving behaviour.

Monitoring

All staff, both teaching and non-teaching will continually monitor behaviour throughout the school.

The policy will be reviewed on a two year basis and agreed changes will then be incorporated as necessary.

Bullying

Bullying incidents are dealt with in a separate policy. Please see the Anti-Bullying policy.

Special Circumstances

Some children may have such serious problems that the above measures are inappropriate; in these circumstances advice is sought and appropriate action taken from Specialist Teaching and Learning Services and/or other agencies/groups.

Home/Academy Agreement

This behaviour plan is supported by a home/academy agreement signed by all parents, pupils and staff issued at the start of each academic year.

Equal Opportunities/Inclusion Statement

This policy is written to take account of the needs and responsibilities of all pupils regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

Lunchtimes & Playground Behaviour

Expectation of correct behaviour is the same at these times.

Learning Support Assistants (LSAs) will be kept informed of any special arrangements for individual pupil (by the Class Teacher or other appropriate Senior Staff).

LSAs will use praise and positive encouragement to reward and promote good behaviour. When a child is misbehaving in a minor way they should stay beside the adult for an appropriate short period of time. If poor behaviour continues or the offence is more serious, the member of staff will instruct the pupil to report to the senior member of staff or the Principal. This may result in the pupil's remaining social time being removed.

If a pupil continues to behave inappropriately at lunchtimes the class teacher may choose to contact the pupil's parents/carer to discuss the matter further.

If behaviour does not improve, temporary/permanent lunchtime exclusion will be given.

Review

This policy is subject to review every two academic years or sooner should there be a change in practice.

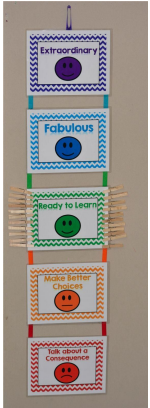
Signed:
(Principal)

Date:

Signed:
(Chair of Governors)

Date:

Appendix 1.



Example of the behaviour chart to be displayed in each classroom.