



HERON PARK PRIMARY ACADEMY

SP03

POSITIVE BEHAVIOUR POLICY

Approved by: Governing Body

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Heron Park Primary Academy

Positive Behaviour and Relationship Policy

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Our Vision

Heron Park is an academy where every child matters. We are a learning community with the highest aspirations for all, enabling children to achieve through quality teaching, excellent resources and support for all individual needs. We believe in nurturing personal and social development ensuring diversity is valued, self-esteem enhanced and success celebrated. It is a academy that believes in fostering supportive and positive relationships with the wider community and preparing children for the challenges of the future.

Aims:

- To provide a safe, welcoming environment where relationships are based on respect.
- To provide clear guidelines for staff, pupils, parents and governors in behaviour management

- To ensure consistency and fairness for all children
- To help children gain self respect and treat others with respect, good manners and tolerance
- To promote excellent behaviour through consistently high expectations □ To develop positive self-esteem in every child.
- To develop a “moral” framework within which initiative, responsibility and positive relationships can flourish.
- To enable children to develop a sense of self-worth and a respect and tolerance of others.
- To produce an inclusive environment in which children feel safe, secure, valued and respected.

Roles and Responsibilities: a partnership approach

Academy:

All adults at Heron Park have a role to play in ensuring the highest standards of behaviour and high quality relationships across the academy. We believe that everyone in our academy community has a part to play in supporting a culture that ensures that all our students develop their confidence, social skills and social responsibility to create the positive social environment needed for pupils to achieve the highest standards. All adults provide a positive role model.

Parents:

Working in partnership with parents is key to all pupils making good progress and achieving success. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships, in which parents are more likely to be responsive if the academy requires their support in dealing with difficult issues of unacceptable behaviour.

Pupil Voice:

The School Council meets regularly. The School Council consists of children from Year 1 – Year 6. School Council members wear special badges that identify them throughout the academy.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the academy. It is envisaged that they will play an important role in implementing the rules e.g. by being a positive role model

Governors:

It is the role of the governing body to monitor and review this policy in action. The Inclusion Leader reports to the governing body statistical evidence that is connected with behaviour: exclusions, racist and bullying incidents. Governor visits are linked to the academy

improvement plan and have clear areas of the policy to monitor. The governors responsible for inclusion and safeguarding report to the leadership committee.

Creating a positive Classroom environment

Classroom Environment

At Heron Park we aim to develop an environment that nurtures positive behaviour and relationships. All staff at Heron Park acknowledge the importance of the physical environment in promoting emotional well being, self esteem and positive relationships. Therefore, classroom environments are carefully considered.

- Adults make the environment their own in line with teaching and learning and display/environment policies.
- Adults ensure rooms and display are free from clutter and are well organised.
- Classrooms are organised to enable effective learning to take place.
- Resources are well organised and ready for lessons to promote independence and reduce unnecessary movement around the classroom. Enabling children to be ready to learn.
- Routines are established within the class and directions and instructions are always clear.
- Routines are consistent and children are aware of any changes.
- Seating and groupings are carefully considered to promote a positive learning environment and the individual needs of pupils.
- Success and achievement is celebrated throughout lessons and within display.
- Lessons are structured to incorporate celebration and sharing of achievement.
- Opportunities are given for children to take on responsibility within the classroom.
- Voice, praise and positive language is used to develop relationships and raise self esteem.
- Non negotiables are set within individual classes in line with the 'Golden Rules'

Positive planning to promote good behaviour

- Environments are carefully considered to promote positive working relationships and flexible grouping.
- Transition/movement around the classroom and from room to room is planned for to limit disruption.
- The curriculum is differentiated to ensure all children are included.
- Class teachers carefully plan for additional adults to ensure appropriate intervention and support.
- Opportunities are planned to praise children and celebrate achievement

Our expectations for behaviour

Good To Be Green

The academy has adopted the 'Good to Be Green' (G2BG) approach to positive behaviour management.

- Each class has a G2BG display to celebrate positive behaviour choices. Each child's name is displayed with a green card.
- Children are rewarded with 10 minutes 'Special Time' each day if their card stays green.
- Yellow (warning) and Red cards incur a sanction. See '**Unacceptable behaviour in the classroom**'.
- For those children that consistently model positive behaviour choices there is an opportunity to become 'super green'. This is shown in class with additional stickers attached to the child's name.

Our Expectations of behaviour In

the classroom:

Children understand that their self-esteem will be dependent upon the contribution they make to themselves and others. For this reason they know rules are needed to ensure certain values are extended into every area of academy life. These are a way of bringing concepts of morality and responsibility into the forefront of children's minds, enabling them to become more aware of their choices.

At the beginning of the school year children are asked to consider the rules that they think are important in developing a person's self esteem. These tend to fall into six areas of concern: to look after people physically, to care for people's emotions, to be the best you can be at work, to respect things, to respect people by listening to them, and to be honest. Although these are voiced in different ways by children they all relate to the following list of rules.

We are gentle

We are kind and helpful We listen We are honest We

work hard We look after property

We are safe

We share with children the difference between these rules which are based on deeper moral values and classroom rules, corridor rules, playground rules or dining-hall rules.

Around the academy, corridors and lunchtimes:

Heron Park aims to provide a caring, safe environment for all staff and pupils. Therefore, we have an expectation that children will move around the school in an orderly way, respecting displays and keeping to the left hand side of the corridors. All members of staff are responsible for reminding children to walk around the school in an orderly fashion.

Staff in school should be the positive role models in implementing the academy rules. A friendly, positive atmosphere among staff gives opportunity for constructive criticism in a caring atmosphere.

Our success is treated not by the absence of problems but by the way we deal with them. Good order has to be worked for; it does not simply happen.

Playground:

Children at Heron Park understand that the 'Academy Rules' apply throughout the day and in all areas of the school. Warnings are given for breaking the rules, followed by a red card if the behaviour continues. These cards are passed to class teachers and this feeds into the class behaviour system.

Children that consistently demonstrate poor choice behaviour on the playground are directed towards a lunch time club. The children attend the club until they have demonstrated 5 days of positive choice behaviour. They are then reward by being allowed back on to the playground.

Arriving and leaving the academy:

To ensure a calm arrival at school and a calm start to the day children are expected to arrive at school and entre the building quietly. At the end of the day there is an expectation for children to leave quietly and safely.

Promoting Positive Behaviour and positive relationships

A reward system exists to promote self esteem in our pupils and to encourage them to be hard working and contributing members of the community. The academy has adopted the 'Good to be Green' approach to ensure that positive behaviour choices are always rewarded. Whilst recognising the importance of consistency, the academy also acknowledges that at different stages within a child's life at school, different ways of rewarding positive behaviour and academic achievement may be appropriate.

Individual class teachers have developed their own rewards systems in discussion with their class.

Positive behaviour is rewarded by:

- Stickers awarded by members of staff
- Verbal praise
- Certificates for major achievements
- Head of School stickers
- Sending child to Head of School or senior member of staff for praise

Academic achievement is rewarded by

- Golden Sticker celebrations (weekly)
- Verbal praise
- Head of School stickers
- Gold, Silver and Bronze award certificates for progress (termly)
- Sending child to Head of School or senior member of staff
- Praise Pads are used by all staff and encourage home school links

Other achievement awards

- **Wow Awards.** Are presented each week to children that have made a significant positive contribution to the academy. This could be socially, behaviourally or academically.
- **Attendance awards** (presented termly to individuals in assembly and weekly to whole classes)
- **Responsibility Badges.**
- **School Council Awards**

Dealing with Unacceptable behaviour in the classroom

We accept the reality that our pupils need a consistent approach to behaviour with clear boundaries, expectations and rewards. We recommend this stepped approach for unacceptable behaviour and positive strategies have not worked.

See Appendix 1

SERIOUS INCIDENTS

See Appendix 1

Partner Classes are your opposite year group class R, 1, 2, 3 – Year 4 go to 5, Year 5 go to 4, Year 6 go to 5

Support for students with particular difficulties

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Where anti-social, disruptive or aggressive behaviour is frequent and sanctions alone are ineffective further strategies and interventions are put in place to ensure inclusion in the class. These may include:

- **Curriculum:** Careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.
- **Behavioural management support:** Tiny, easy targets need to be agreed first by the pupil these need to be made more challenging as each is reached. These form the basis of PSPs and '1,2,3' behaviour sheets The secret of the success lies in the agreed privilege which accompanies reaching the target.
- **Risk Assessments –** Are put in place for those children whose behaviour is a safety risk both to themselves and others. They are reviewed monthly.
- **Therapeutic help:** Children benefit from opportunities to attend small therapeutic circles of support or nurture groups. Some children may need one to one support.

- **Peer Support:** This strategy makes the child's daily target a class target. The procedure is that, with the prior permission of the troubled child, you get the class to agree in Circle Time to support the child. Their target becomes a whole-class target, earning special time for others.
- **Specialist help and advice:** From the Educational Psychology Service, Behaviour Support Service or CAMHS may be necessary. This possibility should be discussed with the Inclusion Manager.
- **Common Assessment Framework (CAF):** A CAF may be completed with parents. This will give an overview of the whole child and enable the academy to develop individual provision and/or make referrals to external agencies.
- **SEN and Inclusion Policy:** will be followed to ensure inclusion for all.

Monitoring, review and staff development

Monitoring Behaviour and attendance:

Monitoring is an essential element in our approach to school improvement. Our monitoring of behaviour and attendance ensures that we measure the ongoing effectiveness of all aspects of our behaviour and relationships policy. We do this through the following approaches

- Teacher's ongoing records of pupil behaviour in lessons
- Individual behaviour logs – 123 sheets, Yellow/Red Report cards □ The use of SIMS
- Attendance (link to attendance policy)
- Rewards and incentives
- Incident report forms
- Whole school Log book to record overall concerns – logged on SIMs
- Red card monitoring
- Exclusions
- Racist incidents

Information gained through ongoing monitoring ensures a continual process whereby we can evaluate the effect of all actions and adjust accordingly

Governors monitoring

It is the role of the governing body to monitor and review this policy in action. The Inclusion Leader reports to the governing body statistical evidence that is connected with behaviour: exclusions, racist and bullying incidents. Governor visits are linked to the academy improvement plan and have clear areas of the policy to monitor. The governors responsible for inclusion and safeguarding report to the leadership committee.

Induction and Staff development

All staff new to the academy are provided with an induction programme (see Induction Policy) that clarifies the key elements of the academy's behaviour and discipline policy, detailed in staff handbook.

All staff are encouraged to develop their skills in relation to behaviour management through attendance at courses and in-school provision.

Support for staff

From time to time individual staff may need additional support in meeting the diverse and challenging needs of students. Over and above encouraging staff to develop their skills we have in place support structures that staff can access. The Inclusion Manager will meet with staff and tailor a package of support according to need.

Induction

A handbook is given to all staff that are appointed. The behaviour policy is listed as one of the important policies for new staff to read. The inclusion leader also dedicates additional time to new staff to ensure that there is clear understanding about procedures.

Equalities Statement

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of the work is in response to new legislation that places an increased duty on schools and other settings. Legislation requires schools both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equalities for students, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

In our academy we work to ensure that there is equality of opportunity for all members of our community across a range of strands, which include: Race, Disability, Gender, Sexual Orientation, Religion and Age as well as any other factors which have the potential to cause discrimination, eg socio-economic factors

For specific reference to these strands please refer to the Equalities Policy.

