

Green Oaks Primary Academy

Behaviour Policy into Practice

Reviewed: September 2019

Next review: September 2020

Statement of Principles

At Green Oaks Primary Academy, we aim to create a welcoming, safe and caring environment, where all relationships are based on fairness and consistency. We aim for children to have respect for themselves, other people and the Academy environment. All members of the Academy model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We believe by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness and well-being.

Aims of the Policy

To inform pupils, teachers, support staff and parents of the expectations for behaviour. These are:

- To create a safe and secure learning environment
- To reward positive behaviours
- To ensure a consistent, fair approach in managing behaviour
- To encourage high expectations of behaviour and conduct
- To ensure that everyone knows and understands the reason for Academy and class rules and the consequences of not adhering to them

Respect each other

Treat others as you would expect to be treated yourself. Ensure you are polite, sensitive, thoughtful and caring. Communicate in a positive way: in person and in the digital world. Work with others to support their learning and make a positive contribution to our Academy and community.

Respect our environment

Value our Academy community by respecting our learning environment and property. Keep Green Oaks Primary Academy a safe, welcoming and aspirational place to work and learn.

Respect yourself

Take pride in demonstrating our core values and attributes:

- To be creative and curious
- To be reflective and a critical thinker
- To be responsible
- To be independent and collaborative
- To be ambitious and aspirational
- To be enthusiastic and engaged

Demonstrate honesty and integrity in all aspects of your life. Make a positive contribution to your own learning, our Academy and our wider community.

We expect all staff and children to uphold these rules. All adults in the Academy community must lead by example. The qualities of courtesy and respect are paramount. The importance of good relationships between all members underpins all that we are trying to achieve at Green Oaks Primary Academy. In addition, we expect all children to attend the academy, arrive and leave on time, behave well on the way to and from the academy, wear the correct uniform and observe the Academy's policy on jewellery and try to aim high in all work and behaviour.

Roles and Responsibilities

The Principal and Senior Leadership Team will support colleagues in the implementation of the policy. Responsibility for behaviour belongs to all staff.

All staff: teaching (including supply), support and volunteers have responsibility for ensuring policy and procedures are followed and applied consistently by all pupils. All staff should be aware of and maintain a sphere of influence at all times. All staff have duty to praise and give recognition for good behaviours.

Pupils are responsible for their actions. Children are involved in creating policies and information is regularly shared through the School Council. In the rare incidents of bullying or aggression, these must always be immediately reported to an adult.

Parents have the responsibility to support the policy and to make sure that they are developing and promoting good behaviour. High standards are expected and parents are instrumental in encouraging this through working in partnership with the Academy.

Strategies for promoting positive behaviour

Recognition of good behaviour through both public and private acknowledgement is a positive and powerful strategy to help children learn acceptable behaviours.

Staff develop positive relationships and know their pupils, they know how well they respond to a thumbs up, sticker, smiles or positive body language. Staff will be sensitive to individual children and their response to praise.

Whole school approach to positive behaviour

At all times, the reinforcement of positive behaviour by all staff (including praise and rewards) will play a key role in behaviour management. Praise can be given informally or formally, in public or private, to individuals or to groups. Every opportunity should be taken to recognise, praise and promote positive behaviour and achievement.

Our reward system

- Verbal praise
- Stickers
- Positive communication with parents
- Super Learners are awarded to pupils who demonstrate positive learning behaviour in class or around school. Each time a child earns a super learner they have a ticket entered into the raffle drawn in each celebration assembly. When a pupil has received ten super learners they receive a certificate during the celebration assembly.
- House points are awarded to pupils who demonstrate positive behaviours around the Academy that benefits those around them (this is over and above the expected standards for good behaviour). At the end of each term, the house awarded with the most points is awarded a treat in school.
- Star of the week is awarded to a pupil from each class to be shared in Celebration Assemblies for demonstrating one of the school values and attributes
- Values and attributes tokens to celebrate success when a pupil is striving over and above expected learning and behaviour

Behaviour Expectations

All pupils start every morning and afternoon on the green card. 

Sanctions

A verbal warning will be given if behaviour is not as expected. 

Should a second verbal warning be needed, a yellow will be given.

If negative behaviour persists, a red card will be given.  This results in a time out session with a Senior Leader or Class Teacher during the next breaktime and a Think Sheet will be discussed/completed with the supervising adult. Parents are informed by the class teacher at the end of the school day.

Should a serious behaviour incident occur, this will result in an instant red card,  time out and a report taken by a Senior Leader.

Exclusions

This policy has been drafted with regard to the "*Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE June 2012)*" ("*DfE Guidance*").

The Principal has a duty to ensure the good order and discipline for all pupils and to safeguard their health, safety and welfare and that of members of staff. In some cases, the Principal may need to resort to excluding a pupil, either a fixed term or permanently.

The Principal will always firstly consider alternative to exclusion for example:

- Using a restorative justice process which enables an offender to redress the harm that has been done to a victim.
- Internal exclusion to a designated area within the Academy, however, this is dependent upon if the Academy's resources can support its implementation.
- A managed move, if the Academy feels that it can no longer manage the behaviour of a particular pupil the Academy may ask another school to take over his/her education. This will be considered with the full knowledge and co-operation of all parties.

The Academy is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief. For disabled pupils, the Academy will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

The decision to exclude will only be taken for a disciplinary reason and all exclusion decisions will be formally recorded.

A decision to exclude will be taken where:

1. There has been a serious breach, or persistent breaches of this policy; and
2. Allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

The National Standard list of reasons for permanent exclusions is:

- physical assault against a pupil
- physical assault against an adult
- verbal abuse/threatening behaviour against a pupil
- verbal abuse/threatening behaviour against an adult
- bullying
- racist abuse
- sexual misconduct
- drug and alcohol related incidents
- damage
- theft
- persistent, disruptive behaviour

Permanent exclusion is usually a sanction of last resort but may be imposed by the Principal for a first or one-off offence in situations where the Principal feels the incident is so serious it merits a permanent exclusion.

Fixed term exclusions can be applied particularly where there are persistent breaches of malicious behaviour.