



THE DEAN TRUST
Partington Central Academy

Behaviour Policy

November 2020

Policy for School Behaviour

Principles

At Partington Central Academy we aim to provide a school environment that is safe and stimulating for the children in our care. We aim to work with the whole school community to promote and encourage behaviour in and out of the classroom. This policy is designed to impact positively on learning and teaching and therefore raises standards.

At Partington Central Academy our behaviour and consequence procedures are closely linked to our school's values.

Our 'Home School' and 'Behaviour' agreements highlight expectations from the school, parents and pupils and are signed by all three parties upon joining the school. These policies are designed to impact positively on learning and teaching which will therefore raise standards of behaviour and achievement.

Aims

- To foster a caring, safe and secure environment, in which teaching and learning can take place effectively.
- To help children grow, and become positive, responsible and increasingly independent members of the school community.
- Through the SMSC (Social, Moral, Spiritual and Cultural) curriculum, we will develop a positive culture in both teaching and learning.
- To appropriately challenge, unacceptable behaviour.
- To support children in accepting responsibility for their own behaviour.
- To model and expect a set of preferred behaviours based on trust and mutual respect.
- To celebrate good behaviour at every opportunity.
- For every member of the school community to behave in a considerate way towards others.
- To support children in developing a 'growth mindset' approach to behaviour for learning.

Home School Agreement

We have a Home School Agreement at Partington Central Academy and we ask each child, family and teacher to sign this agreement. At Partington Central Academy we recognise that the education of the children is a shared venture between the staff, parents and children themselves.

Behaviour for Learning Promise

Our 'Behaviour for Learning Promise' is expressed in positive terms and was developed with staff and members of the School Council. All members of the school community are expected to agree to and help maintain a safe, positive, learning environment.

Partington Central Academy Behaviour System

Rewarding Good Behaviour

Daily:

Staff will award House Points and stickers for a variety of reasons; good behaviour, high standards of work, being helpful to staff and children.

Staff will share good examples of effort, achievement and behaviour this may mean children are sent to the behaviour lead (Mrs Barrett), The Head of School (Mrs Higginson) or the Executive Head teacher (Miss Edwards) to receive extra praise, stickers or even a note home. We are very proud of our children and encourage them to be proud of their achievements.

Weekly:

During assembly in Reception, Key Stage 1 and 2, two awards (one values and one academic) will be presented to 2 children from each class.

As the Nursery, don't come into whole school assemblies they have their own reward arrangements for good behaviour each week.

Dojo Points:

Partington Central Academy uses the online Dojo system to collect points each week. If a child receives more than 10 Dojo points in one week, then they receive a prize from the Head of School/ Executive Head teacher.

Sanctions

For children who choose not to respond to our positive behaviour approach, there will be a series of sanctions.

GOING FOR GOLD

All classes have a visual representation of a colour coded ladder in their classrooms. Each child has a peg with their name written on it. This is pegged onto the white middle rung of the ladder to begin each day. This means that the children are ready to learn.

Children can progress up the ladder (positively towards Gold or negatively towards red)

Nursery

My name will go in the Golden Book. I will get a praise slip sent home. 3 or more Golds in a term = a Golden reward.	Gold	I am working well in a team. I am being kind to others. I am working extra hard.
I will get a note home to celebrate	Silver	I am thinking of others. I am playing nicely inside and outside. I am showing good manners.
<i>All children start each day on white.</i>	White	I am ready to learn.

I will get a verbal warning and be reminded of our rules.	Green	I am stopping my friends from learning.
I will miss 5 mins of my playtime.	Amber	I have not followed instructions. I have not told the truth. I have been rude to an adult.
My name will be recorded in the behaviour book. My teacher will speak to my parent/carer. 1 red- I will be sent to a Member of SLT for my phase. 2 Reds- I will work with a member of SLT for my phase for 1 session.	Red	I have refused an adult I have used 'naughty' words. I have hurt my friends on purpose.

Reception & Key Stage 1

My name will go in the Golden Book. I will get a note home to celebrate. 3 or more Golds in a Term= A Golden Reward	Gold	I am working well within a team. I am being kind to others. I am working extra hard and demonstrating our school values.
I will get a note home to celebrate.	Silver	I am thinking of others. I am playing well outside and inside the classroom. I am showing my manners. I am working hard at home.
I will get a sticker or class dojo.	Bronze	I am trying really hard. I am completing tasks. I am following the class rules.
All children start each day on white.	White	I am ready to learn.
I will get a verbal warning and be reminded of our rules.	Green	I am stopping my friends from learning.
I will miss 5 minutes of my playtime.	Amber	I have not followed instructions. I have not told the truth. I have been rude to an adult.
My name will be recorded in the back of the behaviour book. My teacher will speak to my parent or carer. 1 red- I will be sent to a Member of SLT for my phase. 2 Reds- I will work with a member of SLT for my phase.	Red	I have refused an adult. I have used 'naughty' words. I have hurt my friends on purpose.

Key Stage 2

My name will go in the Golden Book. I will get a praise slip sent home. 3 or more Golds in a term= A Golden Reward	Gold	I am showing every positive behaviour below plus... I am going above and beyond and showing all of the School Values.
I will get a note home to celebrate.	Silver	I am working well within a team. I am being kind and considerate to others at all times. I am working extra hard.
I will get a sticker or dojo.	Bronze	I am trying really hard. I am completing tasks. I am following the class/school rules, at all times. I am showing my manners.
All children start each day on white.	White	I am ready to learn.
I will get a verbal warning and be reminded of our rules.	Green	I am stopping my peers from learning.
I will miss 5 minutes of my playtime in my class.	Amber	I have not followed instructions. I have not told the truth. I have been rude to an adult.
My name will be recorded in the back of the behaviour book. My teacher will speak to my parent/carer. 1 red- I will be sent to a Member of SLT for my phase. 2 Reds- I will work with a member of SLT for my phase.	Red	I have refused an adult. I have used swear words or inappropriate or offensive language. I have hurt someone on purpose.

Children will be moved straight to gold for the following outstanding efforts...

- Completing extra school work/achievements outside of school.
- Reading every day including Saturday and Sunday for a week.
- Being the “Golden Child of the week”- consistently showing all school values.

If there is consistent poor behaviour, this will trigger an alternative behaviour system.

Alternative behaviour system for extreme behaviour

Step 1	Report the pupil to the Behaviour Lead with a photocopy of the behaviour log showing the 3 or more red incidents. The class teacher is to pass on the pupil information.
Step 2	Behaviour Lead to hold a parent meeting within a week. Their child's behaviour will be outlined, details about how their behaviour will be monitored and future consequences shared.
Step 3	The pupil will be given one week to improve their behaviour. If so, the pupil will return back to the mainstream behaviour system.
Step 4	If behaviour has not improved, then a formal report card will be given from the Behaviour Lead to the class teacher. An initial meeting will take place with the class teacher and pupil, who will sit down together and agree on the behaviour targets. Information will be communicated with the parent about the report expectations.

Step 5	The report card will be signed everyday by either the Behaviour Lead or SLT member, if the Behaviour Lead is unavailable. It must also be signed by the parent daily- if this is not complete a phone call home must be made straight away.
Step 6	After a two-week period, the report will be analysed by the behaviour lead and SLT to decide if significant improvements have been made.
Step 7	If behaviour has not improved after 2 weeks, then they will be issued with a pre-exclusion letter and a second parent meeting will take place with the Behaviour Lead and The Head of School/Executive Head teacher. This will be a pre-exclusion meeting and be formally recorded. Behaviour expectations will be clearly set and consequences of continual poor behaviour.
Step 8	Internal exclusion
Step 9	A formal exclusion by the Head of School/Executive Head teacher.

For an extreme behaviour incident (deliberate violence/walking off school premises or leaving the building/throwing furniture/aggression to a member of staff...)

Step 1	The class teacher/ TA will phone the office immediately to report the incident.
Step 2	The Behaviour Lead/SLT will remove the pupil.
Step 3	The school office will call the parents/ carers immediately and request they come into school straight away for a meeting with the Head of School/ Executive Head teacher
Step 4	The parents will meet with the Head of School/Executive Head teacher. The severity of the behaviour will be discussed and the child will work in isolation (internal exclusion period). Parents and pupil will be asked to sign a behaviour contract. A repeat offence or breaking the behaviour contract would result in a formal exclusion.

Information Shared with Parents/Carers

Parents will be informed if a child receives a red warning and the reasons why.
Red warnings are recorded in the back of a class behaviour book and on CPOMS.
Gold rewards are recorded in the front of a class behaviour book.
The Behaviour Lead analyses these records daily and produces weekly logs, which are shared with SLT and staff members.
At the end of each term those who have been rewarded a gold 3 times or more will receive a small reward.

At Partington Central Academy we believe that each day every child should be given a fresh start and so all children will begin the day on the white rung of the behaviour ladder.

Lunchtime Supervision

At lunchtime, supervision is by Midday Supervisors, teachers and TA's. Behaviour issues on the play ground may result in a child/ children being given a green, amber or red warning. In the event of a red warning being given the child will be brought inside to calm down and reflect upon their actions, supervised by their class teacher or the Behaviour Lead.

Internal Exclusion

In extreme cases a child will be excluded from their class and his peers for the length of time of the Internal Exclusion. During dinner and playtime the child is kept away from peers. The child is sent to another class and is sat away from the children in their class. Work is provided by the child's class teacher to complete during the day.

A meeting will take place with the child's parent, the Head of School/Executive Head teacher and Behaviour Lead prior to the internal exclusion.

A record is kept of all internal exclusions and recorded on CPOMS.

Exclusions

Fixed term exclusions and permanent exclusions are only issues in extreme circumstances. These are followed up with 're-integration' meetings with the Behaviour Lead and/ or Head of School/Executive Head Teacher.

De-escalation and Positive Handling

Occasionally the need may arise when a child (despite warnings to change unacceptable behaviour) may require the intervention of physical restraint. This is used only as a last resort by trained staff. Parents will always be informed when this has occurred and it will only take place when the safety of the child or other children is in doubt. This will also be recorded on CPOMs

Bullying

Partington Central Academy define Bullying as when an individual or group deliberately intend to hurt or make another feel unhappy, unsafe/threatened or humiliated through an abuse of power. It is repeated over a period of time and it is very difficult for the victims to defend themselves.

(Remember STOP-Several Times On Purpose)

Bullying is a blight on the lives of our children which inhibits full participation in education and learning, cultural, social and leisure activities. Whatever the reason, bullying is never acceptable and will not be tolerated in Partington Central Academy."

(See Anti bullying policy). At Partington Central Academy we believe every child has the right to be safe and happy and bullying will not be tolerated.

Written BY:

C. Barrett

(Behaviour Leader)

Nov 2020

Review Date: Nov 2022

Signed:

A.Edwards

(Executive Headteacher)

Nov 2020

Edwards