



**CASTLEFORD
PARK JUNIOR ACADEMY**

Positive Behaviour Policy

Castleford Park Junior Academy

September 2017

Version 1.1

Review Date : Sept 2018

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At Park Junior Academy we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. Promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually. Regular training for all staff members reflects and supports this ethos and the PSCHÉ curriculum reflects this.

Adults are expected to act as role models to reflect the key rules and inspire and motivate pupils to do the same. Staff strive to set high expectations all the time in line with school and Multi-Academy Trust standards and this extends to behaviour - in line with legal and procedural guidelines.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of our community. We have the following Key Rules that allow everyone to work together in an effective and considerate way.

- 1) Show respect**
- 2) Try your best**
- 3) Keep yourself and others safe**
- 4) Be polite, well-mannered and honest**
- 5) Be kind, caring, friendly and helpful**

WHOLE SCHOOL REWARD SYSTEMS

The rules are displayed in each classroom and in pupil planners and are referred to by staff members using corrective language throughout the day. Often, positive praise for those pupils consistently carrying out the school rules encourages others to reflect upon their own behaviour and reminds of the correct way to behave - reinforcing school expectations. Adults continually use this strategy in the first instance whilst working in any area of school or on the playground. We use a number of strategies to reinforce positive behaviour from the following:

- Pupils are given 'Caught Being Good' tickets when they are noticed carrying out the school rules effectively. These are kept by the children and are entered into a 'raffle' at the end of the week, where two children are drawn out from both LKS2 and UKS2. Their reward is a 'VIP' ticket for the following week...ensuring they are first into lunch, accompanied by a chosen friend, first out to play at playtime and 'first' for any number of things that the teacher chooses within class
- Each week, in the Headteacher's assembly, a particular challenge is set for pupils regarding their behaviour that links specifically to our key rules. The class that has been noticed to embody this message most effectively over the week is given a trophy in Friday's celebration assembly to celebrate this
- Pupils know that positive behaviour and self-discipline is also a reward in itself - bringing greater trust, respect and responsibility within the community and from the adults and peers they work with. Adults in school remind of this continually through verbal praise and postcards and phone calls home to parents - any pupil who stays on 'green' (see traffic light system on next page) for the whole term has their name recorded and displayed as 'perfect purple' and there is a whole school reward for these children to celebrate their continual good behaviour
- The school is also divided into four 'houses': white, blue, green and gold. Children are given 'house points' when their work warrants this and they are collected on a class display throughout the week. These points are collated, totalled and shared. They are announced in assembly each week and displayed in the hall, which leads to a 'house reward' for the winning team at the end of each term.
- Academic achievement is also rewarded: 'Star of the week' will be awarded in each class for a pupil whose effort, or quality of work warrants it and this will be displayed in the school entrance to be celebrated. A 'Wow' wall displays the best work of the half term for a pupil in each class as well - emphasising the importance of striving to achieve best quality work

Our Academy also acknowledges the efforts and achievements of children **out of school**. We encourage them to bring in their certificates, medals and photographs of major achievements that can be shared in celebration assembly and displayed in our entrance hall for a short period.

We do not reward with sweets on a regular basis, as we are a Healthy School.

CONSEQUENCES

These are also measures to support and encourage children to make the right choices. The school employs a traffic-light approach, which is based on the language of choice, to manage behaviour and there are a number of sanctions to ensure the whole school community has a right to a safe and positive learning environment based on respect for all. We aim to employ each sanction appropriately to individual situations.

At the beginning of each session (morning and afternoon), pupils begin with a fresh start on 'green'.

If a pupil displays behaviour that needs addressing, the following will happen:

Eg. A **non-verbal cue** may be used first to alert the child to what they are doing that they shouldn't be - *signalling to a pupil to put all four legs of their chair on the floor, to stop talking to their partner, to think more carefully about the way they are lining up...*

The teacher may then give a **descriptive reminder** of what the child is doing that they shouldn't be, or if needed, a reminder of the behaviour that is expected if they feel the child is not aware what this should look like - *David, you are calling out - we put our hand up if we want to speak - make the right choice.*

Thomas, we face the front with hands by our sides when we line up - make the right choice.

They might also choose to give a **group directive reminder** - *Remember hands up before speaking please.* This language focuses the pupil on the behaviour that needs to change, without placing too much emphasis on disruptive, or unsafe behaviour.

Or, they may give a **conditional direction** to help the student focus on the correct behaviour - *When you have completed this paragraph, you can finish your painting.*

If the child continues with the behaviour addressed, they will be given a further warning and their initials will be recorded on the board as a reminder to them that their behaviour needs addressing and that continuation of the wrong choices will result in a consequence. Within this time, it is likely that the teacher will also seek to have a quiet discussion with the child in question, in order to try and resolve the problem, or address a concern but this cannot always immediately happen when the teacher is organising, or directing the whole class.

The teacher may also choose to send the child to their 'cool spot' for ten minutes - another classroom - if they feel this would be of benefit as sometimes, removal from the situation and away from an audience, or advice from a teacher or adult removed from the situation, has a calming effect that is corrective in itself. They will send the child with a reflection form to help them consider their behaviour carefully whilst they are there. If it is felt that the child may disrupt another class, this option may not be used.

Designated 'Cool Spot' buddies						
3T	3N	3B	34B	4H	4W	4C
5A	5JT	5SW	56J	6B	6R	6M

If behaviour escalates, or becomes confrontational, pupils are asked to choose to access 'The Chill Out Zone' - where they can calm down appropriately before the situation escalates further. At this point, a Behaviour Mentor will intervene to work with the pupil and manage the situation effectively so that the teacher can continue to teach the rest of the class. Further consequences, agreed between the pupil, teacher and behaviour mentor could be put in place at this point in order to provide a necessary consequence, or support the pupil with managing the situation they were in in a more effective way next time.

The pupil may also work in 'Reflect' - a quiet room where students can work independently (with the support of a behaviour or learning mentor if needed) to regain the correct learning attitude needed before re-joining their class or to build their confidence with the particular area of learning they are working on.

DETENTION

If pupils have their name moved to 'red' during class time, or have ignored more than one reminder to correct their behaviour, they will be asked to attend detention at playtime - in the first classroom next to the playground - supervised by an adult. Their name will be recorded in the 'detention book' to monitor any patterns of behaviour for particular children and create a record of repeated incidents. Detention is an opportunity for pupils to reflect on their behaviour and the strategies they can apply next time to deal with the situation more effectively. It is also an opportunity for them to consider why they reacted as they did and what triggered the reaction. They will be asked to complete a reflective log, considering their actions. It will include:

- What I did:
- Why I think that this happened (their right of reply)
- What rule (or right) I broke or affected
- What I need to do to fix things
- What I need to do differently next time...

This record will be used to support further discussion, if needed, with class teacher or behaviour mentor. Their 'rule break' will also be recorded in the pupils' planner so that parents are aware - also linked to a follow up telephone call, or conversation with the parent at the end of the school day.

Monday

Rule 1 broken. EL

Rule 2 broken. EL

Tuesday

Rule 3 broken. EL

EVERY DAY PROCEDURES

IN THE CLASSROOM

At the beginning of the year, each class teacher will ensure the following is in place to ensure that pupil rights and responsibilities can be upheld consistently throughout the year. They will:

- Frequently remind of the whole school behaviour expectations and how this will be translated into their classroom practice - having high expectations of what this must look like at all times
- Formulate class rules, agree and remind of 'rights and responsibilities' that apply directly to their classroom and consider what this will look like in practice (This results in a display that has prominence throughout the year and links to our Key Rules)
- Establish clear routines and systems to ensure that pupils stay safe in the classroom
- Establish organisational routines that will contribute to the smooth running of each lesson and transitions around school
- May choose to create a class 'goal' to work towards dependent on whole class need and to reward those pupils who always follow the rules
- Hold 'class meetings' throughout the year where they want to discuss behaviour, or ideas for trips or curriculum projects, to remind pupils they belong in a class community and have the right to contribute to that
- Teach moral and social understanding and consideration through the PSHCE and RE curriculum specifically

OUTSIDE THE CLASSROOM ENVIRONMENT

To enable the smooth running of the school and a calm atmosphere, all staff uphold the following guidelines when in the school environment:

- Pupils walk calmly down the corridors in silence when moving from one part of school to another

- They are asked to stop and wait for their adult at particular transition points in the corridors to ensure that all are safe and orderly and they remain calm
- All pupils and staff walk on the left so that movement along corridors is safe
- Any pupils breaking rules in the corridors or outside, will be spoken to by the nearest adult and appropriate consequences put in place
- During a wet playtime, staff stay in their classrooms with their pupils to ensure they are safe - pupils are never left on their own in a part of the school without an adult
- Pupils only leave the classroom to go to the toilet, or to tuck shop which is situated in the dinner hall when there is a wet playtime and do so in pairs, for safety

LUNCHTIME SUPERVISION AND ROUTINES

In order for lunch times to remain safe, secure and happy times for all pupils, the following procedures and systems are in place:

- Dinnertime staff work both within the dinner hall and outside on the playground and position themselves appropriately so that pupils can be monitored and supported
- Pupil 'Prefects' and 'lunchtime helpers' work with staff to ensure that routines and systems run smoothly and pupils remain safe
- Teaching and support staff monitor the dinner hall and playground on a rota to support lunch time staff at particularly busy times of each day
- Dinner time staff follow the same consistent procedures as all other staff members and are supported by a member of the behaviour team
- Instead of using 'cool spot' if pupils need 'time out' to consider their behaviour, they will ask a child to sit in a quiet area away from others, or to stand with a designated adult, to reflect on their behaviour for a short, specified amount of time before re-joining their peers
- If a pupil engages in dangerous behaviour, or ignores the instructions given by an adult, they will be escorted away from the playground in order to discuss consequences away from their peer audience by a member of the behaviour team
- During a wet dinnertime, dinner staff and the behaviour team supervise classrooms and they are allocated based on a clear rota

EMERGENCY PROCEDURES

If there is an incident of extreme behaviour on the playground, or a pupil leaves the school premises, the following procedure is followed:

- A member of the behaviour team is notified immediately in order to take charge of the situation - they may choose to use positive handling in the most extreme of circumstances to ensure the situation is always under control and safe for pupils and staff (see positive handling policy for further details)
- A member of staff alerts the office and asks for the Headteacher, or most senior member of staff to be notified, as well as the police if a pupil has left school premises
- Only two members of staff manage the situation. Other staff members work to ensure that other pupils are led away from the situation to reduce the 'audience' and ensure a crowd of pupils or adults does not develop
- One member of staff should stand by in order to step in or relieve another adult after 10 minutes if this support is needed

INDIVIDUAL BEHAVIOUR PLANS

It is recognised that some children may need a tailored emotional and behavioural plan to regulate their behaviour and feelings in addition to the school-wide behaviour strategies. Children who are regularly receiving playtime detentions or are struggling to manage their behaviour in class will be discussed with behaviour support staff and an individual plan formulated with the teacher, parents and carers. Such plans may involve: modification to classroom seating arrangements, extra breaks in learning and could also incorporate advice from Senior Leaders and Support Agencies.

BULLYING (INCLUDING RACIAL AND HOMOPHOBIC HARRASSMENT)

Bullying is behaviour by an individual, or group, repeated over time, that intentionally hurts another individual or group - either physically or emotionally. Bullying behaviour can also be directed at a number of children- meaning

to intimidate or belittle. Our Academy takes bullying incidents very seriously and any children who have been involved in bullying, after investigation, will receive an exclusion. We do not tolerate bullying of any kind. Please see our anti-bullying policy for more details. School also maintains a central log of any allegations of bullying, so that they can be investigated fully but also so that patterns that highlight involvement of particular children can be monitored.

It will furthermore be reiterated to pupils that we celebrate differences - we do not use those differences as insults against people.

FIXED TERM AND PERMANENT EXCLUSIONS

School has adopted National policy for national exclusions arrangements. Please see CPJA Exclusions Policy. Only the Headteacher, or an adult acting in the headteacher's absence, has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If the Headteacher excludes a pupil, parents will be informed immediately and invited into school, giving reasons for the exclusion. At the same time, the Headteacher must make it clear that the parent can appeal the decision by writing to the Governing body. The Local Authority, Governing Body and Board of Trustees are notified about any fixed term exclusions.

Under the guidance from the DFE documents related to exclusions children behaviour may reach the threshold described in the DFE documentation exclusions and which the school outlines in the exclusions policy. CPJA is aware of its duty to ensure that groups nationally over represented in exclusion category including those with SEND and those who are disadvantaged and ensures that it upholds its duty to include all children equally within the curriculum, the classroom and the wider life of the school. Children with additional needs may need personalised plans to help to maintain their inclusion in a mainstream setting. School works with a wide variety of outside agencies to ensure this happens. The safety and wellbeing of all staff at CPJA is paramount.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher, teaching and support staff and Behaviour Team will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy - treating each child fairly.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- To achieve a settled atmosphere in the classroom so that quality learning can take place
- To ensure that poor behaviour is not dwelt on, that children can recover quickly and repair can take place.
- To record incidents where pupils have had sanctions for their behaviour, in collaboration with lunchtime supervisors, to monitor any emerging patterns of persistence
- Report to/meet with parents/carers when necessary
- Conduct 'reintegration meetings' with pupils who have been excluded from school to ensure they are 'ready' to re-enter their class. Such meetings will remind the pupil of the rules of the school and will agree a strategy - moving forward - to ensure that these rules will not be broken again. Any worries, or issues from parent, child or teacher will also be discussed and it will be explained that if the child cannot agree to abide by the rules of the school, they are not ready to return safely into class. Other alternative arrangements may then need to be made for a short time whilst this agreement is reached in a way that satisfies all adults involved

The Governing Body will:

- Support the school in the implementation of the policy
- Consider any exclusions contained in the Headteacher's report at their meeting
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- The Discipline Committee will meet to discuss individual cases where children are becoming close to permanent exclusion, or to discuss parent appeals concerning fixed term exclusion

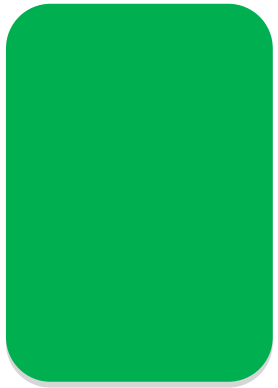
- If the Governors decide that a child should be reinstated, the Headteacher must comply with this instruction
- Review the effectiveness of the policy

Parents will:

- Support the school in the implementation of the policy, reinforcing important messages at home and discussing the importance of the school rules with their child
- Attend reintegration/strategy meetings with their child's class teacher, the behaviour team, or the Headteacher to support their child with changing their behaviour
- Share any concerns constructively with the appropriate members of school staff

Stage	Examples of Behaviour	Possible Sanctions	Comments
Stage 1	Swinging on chair Interrupting/calling out Losing concentration/ not listening/refusing to work Running inside the school building Ignoring instructions both inside and out Beginning to distract others from their learning Unfair play Continuation of unacceptable behaviour	Verbal warning and request to comply x1 Written warning on board x1 (Amber)	Staff will use a non-verbal cue, or a group reminder, or will use tactical ignoring, or praise others displaying correct behaviour before a direct warning to give pupils time to correct their behaviour independently.
Stage 2 AMBER	Persistent stage 1 behaviour Rudeness Affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority Spoiling others' games on the playground Name calling Ignoring of adult instructions in class, or on the playground	Pupils will be given 'time out' (either in their 'cool spot' or in a designated quiet place on the playground) to remove them from the situation and give them time to consider their choices - in order to help them change their behaviour. Continuation of this behaviour, move name card on to Red = Playtime detention (see Detention Book).	3 Red cards in 1 week = Discussion with parents.

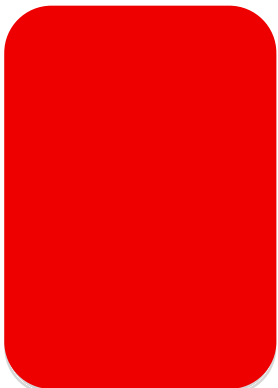
<p>Stage 3</p> <p>RED</p>	<p>Unacceptable behaviours such as:</p> <p>Swearing Throwing objects with intent to harm Harming someone Damaging school's/pupil's property Leaving class without permission Repeated refusal to do set task Continued or more serious challenge to authority Harmful/offensive name calling Fighting</p>	<ol style="list-style-type: none"> 1. Playtime detention and discussion regarding behaviour 2. Child will be asked to work in reflect for a designated amount of time. 3. At this point, pupils may be given 'internal isolation' consequence to reflect upon their behaviour and work with a behaviour mentor to discuss strategies to help them behave differently next time 4. Meeting with parents arranged. 	<p>Behaviour log to be filled in.</p> <p>Incident log to be filled in (see Anti-bullying Policy)</p>
<p>Stage 4</p> <p>Exclusion(s)</p> <p>Withdrawal from school events until consistent change of behaviour</p>	<p>Persistent stage 3 behaviour</p> <p>Racism Bullying Vandalism Stealing Violence</p> <p>Very serious challenge to authority</p> <p>Swearing Harming others Leaving school without permission Fighting</p>	<p>Immediately taken to Headteacher or behaviour team alerted. Telephone and/or letter home to arrange a meeting.</p> <p>If incidents continue to occur and there has not been an improvement in the behaviour of the child one or more of the following sanctions would be carried out: -</p> <ul style="list-style-type: none"> • Ban on representing the school and/or trips outside school - fixed period • Exclusion for a minimum of one to five days- fixed period • Governor disciplinary sub- committee convened. • Possible permanent exclusion from school 	



I've had a great day.



I've needed reminding about my behaviour and should correct this.



I need to think seriously about how I behave in school and discuss this with my parents/carers.

Consequences

1. Warning (Oral and written)
2. Move your name to a yellow card
3. Warning (Cool Spot/Chill Out Zone)
4. Move your name to a red card

RED CARD = PLAYTIME DETENTION

3 RED CARDS IN A WEEK = meeting with parents

Monitoring and Review

Amended Dec 2017 by J Roberts - exclusions updated

Signed  _____ Date: Sept 2017

Miss K. Law Headteacher

Signed  _____ Date: Sept 2017

Mrs S. Churm Chair of Governors