

THE DEAN TRUST
Park View Academy

Positive Behaviour and Relationships Policy

November 2020

Policy for School Behaviour

Principles

At **Park View 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 positive behaviour in and out of the classroom. This policy is designed to impact positively on learning and teaching, subsequently raising standards.

At Park View Academy our behaviour and consequence procedures are closely linked to our school's values. (Appendix A)

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.

Our positive behaviour is designed to support the well being of all our children by providing a safe and inclusive environment so children can engage fully in their learning.

Aims

- To ensure that all children are **Safe** and **Happy**.
- 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 **Park View Academy** and we ask each child, family and teacher to sign this agreement. At **Park View Academy** we recognise that the education of the children is a shared venture between the staff, parents and children themselves.



Park View Academy School Behaviour System

Our Park View '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.

(Appendix B 'The Park View Promise')

The **emotional wellbeing** of **children** is just as important as their physical health. **Good** mental health allows **children** and young people to develop the resilience to cope with whatever life throws at them and grow into **well-rounded**, healthy adults. ... Park View Academy looks after the **wellbeing** of all its pupils.
(Appendix C "How I Feel today ")

Implementation

- The Park View Promise was introduced following consultation with all staff, pupils, parents, carers and governors
- A copy of 'The Values and Beliefs of Park View Academy' will be given to parents upon joining the school and as requested.

'Good to Be Green' behaviour system provides an effective way to promote positive behaviour in the classroom. It allows for recognition for pupils who behave appropriately, while keeping track of pupils who find it harder to meet the school's behaviour code. It is a fair and consistent approach and ensures that pupils know the rules and behaviour expected in school regardless of what classroom they are in or who is teaching them. The school's expectations of staying on 'Green' is to celebrate positive learning behaviours. All Children begin the day on 'Green'. Class Dojo reinforces positive praise.

- **Particularly good work effort**
- **Displaying good manners**
- **Displaying a good attitude towards others**
- **Staying on task**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.



Rewarding Good Behaviour

All children start the day on a Green Card. This shows they are following the Park View Values/Behaviour for Learning Promise and classroom charter. Class Dojos are awarded to children for positive reinforcement.

It is important that children are rewarded for good behaviour and learning. It is always our aim to encourage and promote positive behaviour and always reward children when appropriate. All staff record all positive behaviours in Class Dojo. Here are just a few examples:

- Positive verbal comments and Praise
- Class Dojos
- Outstanding behaviour certificate
- Outstanding work certificate
- Star award (class pupil)
- Spectacular Pupil (1 child from whole school)
- Triple Crown award (Friday Assembly)
- Stickers
- Rewards shop
- Names on newsletter
- Informing parents / carers
- SMSC time
- Celebration assembly

Fortunately, in Park View Academy the vast majority of children always follow the ‘Park View Promise’. For the minority of children who deviate from the Promise, after taking responsibility for their actions, they are always given the opportunity for a fresh start by all members of staff.

Sanctions

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

Each class uses the ‘Good to be Green’ strategy to highlight and sanction unacceptable behaviour and to highlight exemplary behaviour.

The ‘Good to be Green’ system encourage positive behaviour and reinforces the classroom/school rules throughout the school day. Each child starts on ‘Green’ and is only given cards for misbehaviour or breaking classroom rules.

This system encourages the children who misbehave to reflect on their behaviour whilst providing them with the chance to redeem themselves and move back to ‘Green’.

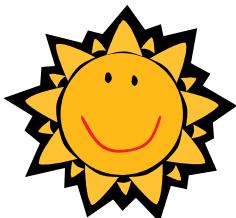


Characteristics of Learning

At Park View Academy we inspire children to be the best learners they can be. We encourage children to show outstanding characteristics for learning at every opportunity. Children will receive Dojo points throughout the day for showing committed and outstanding characteristics. Children will have the opportunity to exchange these Dojo points for rewards.

Reluctant	Compliant	Committed	Outstanding
I need to improve my willingness to learn.	I need to be prepared for the school day.	I arrive focussed and ready to learn.	I am fully engaged in all aspects of school life.
I need to show resilience and see learning as a positive challenge.	I need to reflect on what I can do to improve my learning to achieve my full potential.	I am focused on being a responsive learner who takes an interest in learning.	I show outstanding characteristics for learning at all times.
I need to change my attitude to improve my learning.	I need to engage in every lesson.	I use feedback to correct my errors.	I respond to feedback to enhance my work and learn from errors.
I need to ensure I ask for help and support when needed.	I need to improve my resilience when met with challenging tasks.	I show signs of becoming an independent learner.	I independently enhance my learning.

EYFS Behaviour System



All children begin each session in the sunshine.



Any unwanted behaviour and the child is given a choice: to change their behaviour or their name will be moved onto the 'Grey Cloud'. This is their 1st verbal warning.



If the child persists to behave inappropriately then their name is moved onto the 'Thinking Cloud'. However, if a child hits or kicks another person then they will move straight to the 'Thinking Cloud'. Here they will complete 'Thinking Time' for each minute of their age.



When the behaviour improves their name can be moved back into the 'Sunshine'.

If a child is refusing to follow the school policy then a member of the EYFS Team will be phone called to support. If they do not improve their behaviour, their name is moved into the 'Black Cloud' and the Learning Mentor is informed.

The child must be given a fair opportunity to improve their behaviour with lots of praise for good behaviour.

Each class will display the class rules which will help them to stay in the sunshine.

1. We use kind words.
2. We tidy up when we are finished.
3. We walk in school to keep us safe.
4. We have kind hands and feet.
5. We listen carefully.

Children can be rewarded with extra 'Dojos' for good behaviour.

When a child has 10 'Dojos' in a week they can choose a prize from the 'Golden Box'.



Key Stage 1 and 2 Good to be Green Behaviour System



All children start the day on a Green card. This shows they are following the school rules and classroom charter.



Class Dojo points are to reinforce positive behaviour.

Verbal warning

Occasionally children will need a reminder of behaviour expectations. If behaviour continues a Stop and think card is given.



This is to be used if the above behaviour continues. Stop + think for up to 10 minutes. Pupils will move to the Stop and think area and use a timer. On successful completion of the Stop and Think pupils can move back onto green. If behaviour continues the move to a Yellow warning.



Children receive a warning card if any of the above behaviour continues throughout the day.

A Yellow card means that the child has to miss their morning break or part of their lunch break. If in the afternoon first break the next day. As soon as the pupil demonstrates that they have modified their behaviour they will be moved back to the green card. If Yellow behaviour continues the child must be put on a progress card for 2 weeks.



Red Card

In the rare event that poor behaviour continues, following the above steps, a red card will be issued. A red card can also be given if a child displays disrespectful, violent or dangerous behaviour. Taken straight to Behaviour Lead.

All staff record behaviour incidents on Sims.

Rewards

Each class has 'Good to be Green Chart' clearly displayed in their classroom, which is used as a reminder to children about positive praise when they make the right choice as well as a reminder about the sanctions should they make the wrong choice.

Behaviour Points

Behaviour points are only given for unwanted behaviour. Children will not receive a behaviour point for; incorrect uniform/PE kit, no homework, no reading book, being late etc. All incidents are logged on Simms by class teachers.

Red Cards

Red cards are given for the following behaviours:

- Fighting/retaliation
- Unprovoked assault
- Continuous classroom disruption
- Bullying/racism
- Rude insolent behaviour/disobedience
- Vandalism
- Inappropriate language including swearing
- Refusal to work appropriately

Internal Exclusion

This is when a child is excluded from the class and his/her peers for a fixed length of time. The duration of time depends on the severity or persistence of the incident. This includes playtimes. Work is provided by the child's class teacher in line with the work that is being completed that day.

A meeting will take place with the child's parent, the Headteacher and Pastoral/Behaviour Lead prior to an internal exclusion.

A record is kept in the Pastoral/Behaviour Lead's room of all internal **exclusions**.

Exclusions

We follow the Knowsley policy for exclusions. Fixed term exclusions and permanent exclusions are only issued in extreme circumstances. The duration of time depends on the severity or persistence of the incident.

Exclusion periods:

- Work will be provided for your child to do at home if the exclusion is less than five days
- Your child may be placed in another school if the exclusion is longer than five days
- For exclusions of more than 15 days, a Governors' meeting will be held to review the exclusion. You can request and attend a similar meeting if the exclusion is less than 15 days

After the fixed period exclusion, you will be invited to a meeting to discuss your child's return to school.

Permanent exclusion

The school will provide work to do at home for days one to five. A school Governors' meeting will be arranged to review the decision within 15 school days of the exclusion and you will be invited to attend. Your child can also attend this meeting.

Behaviour and Conduct at Breakfast club, lunchtime and After School Club

All staff work to the same policies across the school. Staff working during lunchtimes and in our extended care will follow this policy.

Bullying

Bullying is defined as deliberately hurtful behaviour repeated over a period of time (See Anti bullying process). At Park View Academy we believe every child has the right to be safe and happy and bullying will not be tolerated.

Safeguarding

Children's behaviour may raise safeguarding concerns. Staff should record and report these to the Headteacher as the school's designated child protection officer. All staff receive training on the link between behaviours and possible issues relating to safeguarding.

Equality and Disability at Park View Academy

We recognise that children are different and will ensure that no children are discriminated against when managing behaviour. Our school has clear guidelines relating to disability, race and gender. This will be monitored by the Headteacher.

De-escalation and Positive Handling

Occasionally the need may arise when a child, despite warnings to change unacceptable behaviour, may require physical intervention. This is used only as a last resort by trained staff. Parents will always be informed and a writing record kept.



Working with Parents and Carers

We value our work alongside parents and are keen to work in partnership with them to promote good behaviour.

Information Shared with Parents/Carers

Behaviour is reported each term via our school report. All incidents are recorded on sims and can be shared with parents on request. If there are daily concerns parents will be informed that day.

D Walker

November 2020

Review Date: September 2021

Appendix A

Park View Values:



Resilience

Respect

Aspiration

Independence

Honesty

Tolerance

Curiosity

Co-operation

Compassion

Appendix B

Park View Promises:

I Promise to

- 1. Uphold the Park View Values**
- 2. Listen when others are talking**
- 3. Never give up and always give a 100%**
- 4. Put my hand up when I want to speak**
- 5. Remain in my seat unless I have been given permission to move**
- 6. Respect others, my school and equipment**
- 7. Use kind hands and kind actions**

Appendix C

Good to be Green chart

