

Green Oaks Primary Academy

Positive Behaviour Policy

Mission statement

Welcome to Green Oaks Primary Academy. We pride ourselves that the staff, children, and parents work together to provide a safe, nurturing, happy and friendly community. We value inclusion and encourage all our children to achieve their full potential by investing in every child. Together we promote and build on essential values and attributes to secure firm foundations for successful futures.

Vision

Together we aim to be the very best we can be.....the very best versions of ourselves by igniting the "spark" in each individual and achieving together.

Reviewed: September 2023

Next review: September 2024

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, 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.

Every child has the right to learn without the disturbance of others.

Where there is a right there are also responsibilities.

Good behaviour is a necessary condition for effective teaching and learning to take place.

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, where each person is treated fairly and that every member of the school community feels valued and respected.
- To promote positive behaviours and encourage good behaviour
- To ensure a consistent, fair approach in managing behaviour by all staff
- To help children to develop moral codes and values
- To prepare pupils for effective citizenship
- To provide a learning environment which enables everyone to be motivated and positive
- To contribute to raising pupils' achievement
- To maintain an ethos of kindness and consideration by promoting good behaviour
- To enable everyone to be alert to, and able to respond to bullying, racial harassment, physical violence, disruptive behaviour, verbal abuse etc.

The following 3 titles to be on display in Years 1-6 classrooms and discussed at the start of each new academic and when deemed appropriate to be referred to.

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 and respectful
- 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. All member of the academy community creates a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerate, in which pupils are safe and feed safe and everyone is treated respectfully.

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.

At the start of each academic year all teachers will share with their classes the school rules and behaviour expectations. These will be returned to throughout the year at an age-appropriate level.

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.
- Will monitor and evaluate behaviour through the collection of quantitative data on half termly basis to establish pupil/group or class profiles.
- Will provide INSET to address behaviour management skills where needed

All staff: teaching (including supply), support and volunteers

- Will ensure policy and procedures are followed and applied consistently by all pupils. This includes a clear graded stepped approach to sanctions which are followed by all staff and shared by both children and their parents/carers
- Will be aware of and always maintain a sphere of influence.
- Will reinforce good behaviour through clearly stated praise and give recognition for good behaviours.
- Will provide a lively, stimulating, and challenging environment for all children.
- Will respond immediately and effectively to instances of low-level behaviour
- Will ensure that pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated.

- Will provide an ethos of respectful relationships with children and their parents/carers
- Will set behaviour plans for individual pupils with targets for improvements linked to individual reinforcements, class teachers will establish a system of rewards and sanctions appropriate to each class, these will be shared with the children.

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.
- We explain the school rules in the school welcome pack, and we expect parents/carers to read them and support them.
- We expect parents /carers to support their child's learning, and to cooperate with the school, as set out in the home school agreement.
- We expect to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have concerns about their child's welfare.
- If the school has to take reasonable action to discipline a pupil, parents/carers should support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the teacher via the school office. If concerns remain, they should ask to speak to the Principal. If the concern remains, they should contact the Senior Education Advisor. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Implementation

There is an additional set of guidance that ensure the successful implementation of the positive behaviour policy- we refer to this as "The behaviour management framework". The framework comprises of a recognised list of rewards for positive behaviours and sanctions.

Staff Induction, development, and support

Staff will receive annual training on implementation of the behaviour policy through the review of the behaviour management framework. Periodic review and cpd will be provided to address any individual need.

Pupil Transition

Induction for new pupils includes the home school agreement.

At the start of each academic year pupils will engage with their new class teacher to review behaviour expectations.

Child on child policy and anti-bullying policies (child friendly versions) will be shared with any in year transfer.

Mobile phones

Mobile phones are not to be brought into school unless the child is in Year 6. If a Year 6 child chooses to bring a mobile phone the Academy takes no responsibility of any damage/loss that may occur.

Curriculum

The curriculum is central to maintaining good order in our school. Behaviour management must be an integral part of our curriculum. Appropriate and relevant social skills should be developed in all pupils, thus allowing them to fully participate in the life of their home, school, and local community.

Child on Child abuse (includes sexual violence and harassment and bullying terminology)

- "Child on child abuse is the consistent and deliberate actions of a person, or group of people, which are designed to hurt the person at whom they are directed."
- "Sexual harassment" -sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names; • sexual "jokes" or taunting • physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes • online sexual harassment" will not be tolerated.
- **Bullying** is the persistent desire to hurt others and can be verbal, mental, or physical. Will not be tolerated.

At GOPA we are keen to identify early signs of child-on-child abuse and children are encouraged to tell a teacher, trusted adult, parent, or friend.

We regard child on child abuse as very serious and will endeavour to ensure that all instances are effectively dealt with. We aim to provide a protective ethos with preventative work in our Personal, Social and Health Education. We listen carefully to any concerns of children and parents and encourage everyone to inform us of any child-on-child abusive behaviour. We support children who may have experienced peer on peer abuse to ensure they feel safe; and informing parents of both parties.

We have a separate Anti bullying policy to supplement this Positive behaviour policy, and child friendly versions.

Equality

In accordance with the Equality Act 2010, we will make reasonable adjustments to the application of the policy where the behaviour is due to a reason related to a child's special educational needs or disability, thereby ensuring that children with SEND are not placed at a disadvantage or unlawfully discriminated against.

Staff seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need, and to put in place measures to address the cause, ensure that the pupil receives appropriate support and prevent the behaviour re-occurring. Staff will also seek to identify any 'triggers' for pupils displaying challenging behaviours to prevent the challenging behaviour persisting or worsening.

We will work closely with all parents/carers of children with behaviour difficulties.

Non-compliance with the Academy uniform policy

The Academy uniform, as detailed in an Academy's uniform policy, should be worn by all pupils. Where a pupil attends the Academy without the correct uniform, the Principal or someone authorised by the Principal, may send the pupil home to change his/her clothes to comply with uniform rules. Parents will be notified and the time allowed will be no longer than is necessary for clothes to be changed. This will not amount to an exclusion and the absence from the Academy will be recorded as authorised. However, if the pupil continues to breach uniform rules to avoid school, the pupil's absence may be recorded as unauthorised. In addition, a persistent breach of uniform rules may give rise to disciplinary sanctions being imposed.

Monitoring and evaluation

The Positive Behaviour Policy is monitored daily by class teachers and the leadership team, particularly the Principal. More severe behaviours are monitored by the SENCo and Principal who keeps detailed records.

Each classroom has a variety of documents which are completed by either class teachers or leaders these are all set out in the Behaviour framework.

Teachers and leadership team will monitor the frequency and occurrences of negative behaviour at least half termly. This serves as an active tool to support teachers in their feedback to parents. It enables the school to keep track on individual pupils and the strategies that have been put in place.

The SENCo will access this information to support IEP behaviour reviews.

The Principal will access this information to support future responses and actions.

Behaviour records will be reviewed half termly to determine if further actions are required.

Forensic analysis of behaviour for individuals, classes and groups will take place half termly. Notice will be given to pupils who are persistently misbehaving (and don't have behaviour plans) whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour.

Pupil voice will be sought periodically to reflect on behaviour protocols. (Facilitated through the "Changemakers")

Staff induction, development, and support

The policy will be revisited by all staff at the start of each academic year where there will be an opportunity to review the effectiveness of the policy and the framework.

There will be opportunities throughout the year to reflect upon the impact and use of the policy and framework.

Parental communication and involvement

Positive comments will be made to parents at the class door on collection at the end of the day. Also, during parent consultations and end of year reports.

The academy will together with parents/carers proactively to address any behaviour concerns.

Parents/carers will be contacted at the end of the school day (face to face or by phone) if a child has received a red card or involved in a serious incident.

Parents/carer meetings will be held with class teachers and leaders on request by either party.