

Promoting Positive Behaviour Policy

Team Park Halls' Expectations

**Our Values Are
At The HEART Of
Everything We Do.**



Introduction

At Park Hall Academy, we recognise that it is the responsibility of all members of the school community including staff, children, parents, governors and volunteers to ensure that we collectively establish a caring community with shared values.

We are very proud of the high standards of behaviour achieved by our children. We recognise the privileged position that we hold as leaders and teachers and recognise that together we can and do make a difference.

This policy outlines the ways in which we collectively contribute towards implementing positive behaviour management systems which promote and encourage good behaviour. The academy rewards positive behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

Our policy acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. For further information in regard to legislation and guidance upon which this policy is based, please refer to Appendix 1.

Aims

- To ensure that every member of the school community feels valued and respected and that each person is treated fairly and sensitively. We are a caring community, whose values are built on mutual trust and respect for all. The academy's behaviour policy is therefore designed to support the way in which all members of the Park Hall family can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- To ensure that all members of our Park Hall family demonstrate our values, Honesty, Enjoyment, Achievement and Respect. Our values are at the HEART of everything we do.
- To promote good relationships, so that everyone can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.
- To provide a consistent approach to behaviour management.
- To enable children to become positive, responsible and increasingly independent members of the Park Hall family and wider community.
- To develop children's ability to independently use strategies to manage and take responsibility for their own behaviour.
- To work in partnership with parents and carers in order to promote good behaviour.
- To promote high standards of acceptable behaviour based upon the principles of respect, consideration and responsibility.

Academy Ethos

The quality of learning, teaching and behaviour are inseparable and are the responsibility of **all** staff.

The Park Hall Parliament created our **Park Hall Expectations**. These are our Golden Rules. Our expectations are as follows:



All staff within the school regularly share our expectations and ensure that children understand and are therefore able to follow these expectations. When a pupil fails to follow an expectation, staff discuss the expectation that has not been upheld and reinforce why it is necessary to uphold these. Staff give clear instructions and reinforce the behaviour which we expect to see.

Our values are at the HEART of everything we do and are closely linked to our expectations.

These are:

- Honesty
- Enjoyment
- Achievement
- Respect
- Teamwork



Learning and Teaching.

The Governing Board believes that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, learning environment in the school by:

- Promoting positive behaviour systems which clearly link to our school expectations.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Encouraging consistency of response to both positive and inappropriate behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

The Curriculum.

We provide an enriched curriculum, designed to excite and motivate learners. Children themselves are engaged in leading learning through the "What do we know and wonder" approach to planning creative learning. Effective feedback to pupils ensures that pupils are clear about their strengths and next steps for learning. Children take responsibility for their learning and are themselves responsible for upholding the academy's expectations.

Every classroom displays our Park Hall Expectations and all teaching staff discuss with pupils how these relate to behaviour within the classroom environment. This ensures consistency and clarity.

Definitions of acceptable and unacceptable behaviour

Acceptable behaviour: that which promotes courtesy and co-operation from all pupils in terms of their relationships with other pupils within school, teachers and other academy staff and with visitors or other persons within school.

Unacceptable behaviour: that which includes any of the following:

- Verbal or physical abuse towards members of the school community
- Threatening language or behaviour
- Intimidation
- Damage or theft of property belonging to another
- Bullying including cyber bullying.

- Any other behaviour that significantly disrupts the education of other children or the safety of children and staff.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore deliberately hurtful and repeated often over a period of time. We have a separate Anti Bullying policy. Bullying will never be accepted or condoned and all forms of bullying will be addressed.

Positive Handling

There are rare occasions when a member of staff may be required to use reasonable force to protect children from injuring themselves, others or causing damage to property. Please refer to our Positive Handling policy.

Rewards

At Park Hall Academy, we believe that positive reinforcement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal to individuals and groups.

School promotes good behaviour through a system of recognition and reward. This includes:

- Praise and positive feedback
- Commendations and rewards – stamps, stickers, certificates and prizes
- Expectations Stars Prize Draw
- Positive messages to parents in person or via text messaging service
- Extension of school privileges
- Principals Pride weekly awards
- Awards of team points, merits and merit prizes
- Golden Time
- Team Points and Merits
- Wow wall, celebrating outstanding work.

Consequences / Sanctions

We recognise that sanctions are needed to respond to inappropriate behaviour.

All staff use the Pyramid system related to our Promoting Positive Behaviour system. In each classroom and area of the school, a Pyramid is displayed. (See Appendix 2)

This is consistently used by all staff as a sanction. This should be used infrequently in proportion to the use of the positive system of putting names on the Expectations Board to reward and promote good behaviour.

The pyramid ensures that there is minimal disruption to learning and teaching as the teacher can simply point to the pyramid and the child will know that they are required to take steps to modify inappropriate behaviour.

The visual display in classrooms allows children to regulate their own behaviour. Each child can clearly see the order of sanctions as this is highly visual for all pupils.

As this is a whole school system, this also eases transition for pupils as they are always aware of the expectations of them and there are no new systems to adjust to.

The Pyramid system also allows children to “redeem” themselves as they can be moved down the pyramid when they begin to follow expectations. (Up to the point of a missed playtime, which cannot be withdrawn). Each day is a new day, a new beginning.

Exclusions

The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. (See separate Exclusions Policy)

Specific Roles and Responsibilities

Collective Responsibility.

At Park Hall, we believe that by working together towards a common aim, we all achieve more.

All Staff

All staff must consistently reinforce the academy’s expectations and act as role models to children, demonstrating the behaviours we expect to see. These are primarily respect, care and consideration, positivity, resilience, honesty and consistency of approach.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

Staff have a responsibility to investigate behaviour complaints and issues and then take appropriate action in line with the Behaviour Policy.

The Principal and all staff will undertake appropriate and consistent monitoring and recording of behaviour issues. This is undertaken as a responsibility of all staff, who ensure appropriate recording and tracking of behaviour that may subsequently be used as an evidence base with outside support agencies.

All staff, but particularly teachers, Phase Leaders and the Principal will liaise with parents regarding any matter of concern regarding behaviour.

Pupils

Pupils have a **right to enjoy their education and a responsibility to demonstrate care and consideration for others**. Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school’s expectations.

Parents and Carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. We expect parents and carers to:

- Respect and demonstrate the school’s values
- Work in partnership with the academy to promote positive behaviours in their child
- Encourage their child to take responsibility for their own behaviours
- Share any concerns that they may have with the academy

Governing Board

Governors will support the school in maintaining high standards of behaviour.

The Governing Board will ensure appropriate panels are able to be called in the event of requiring an exclusion panel or other such committee (Exclusion Committee and Exclusion Appeal Committee). The Principal will comply with decisions made by the Exclusion / Exclusion Appeal Committees.

Supporting and Promoting Good Behaviour

Where a pupil fails to behave in accordance with our expectations, the class teacher would initially discuss inappropriate behaviour, reinforcing our expectations and stating clearly the good behaviour which we expect to see.

Where the class teacher fails to see an improvement in behaviour, Phase Leaders will support staff and once again reiterate the school’s shared expectations and standards of behaviour we expect. At this point, parents may be informed and invited to meet with staff in order to ensure that we work in partnership to support pupils. Please see the table below to ensure that the correct procedures are followed:

Year Groups.	Phase Leader
Foundation Children & Year 1 and 2	Mrs James, Early Years & Early Interventions Leader
Year 3 and 4	Mr Brindley, 3B to Miss Hawkes
Year 5 and 6	Mrs Shields, 6S to see Miss Hawkes

Where a pupil continues to misbehave, they will then be referred to the Phase Leader. If no further improvement is made they will be referred by the Phase Leader to Mrs Preston, Vice Principal. Parents will be contacted and the academy will seek to work in partnership with parents and carers to address and improve behaviour. Finally, pupils will then be referred to the Principal, Mrs Frost.

Pupils with Emotional and Behavioural Difficulties.

We recognise our legal duty under the Equality Act 2010 to prevent a child with identified needs from being disadvantaged. Consequently, our approach to challenging behaviours may be differentiated to meet the needs of a pupil.

A Shared Approach – Working with Multi Agencies for the benefit of the child.

At Park Hall Academy we pride ourselves for the ways in which we work positively and in partnership with external agencies. We seek appropriate support to ensure that the needs of all pupils are met.

External Agencies may include:

Access to Learning Team, Education Welfare Officers, Education Psychology, School Nurse, Health Visitors, CAHMS, Social Care, Integrated Family Support Workers, Police Community Support Officers and other agencies where appropriate.

Supporting pupil's with additional needs.

We recognise that all children are individuals and that some pupils have particular needs and require support to manage their own behaviour. At Park Hall, every member of staff is committed to ensuring that pupils are supported in order to modify inappropriate behaviour. **We believe that we can and do make a difference!**

We provide support for pupils with challenging behaviour through:

- Pastoral Team support
- Individual behaviour management targets
- Adult support via learning support staff
- Individual Education Programmes
- Personalisation

Teachers will also be required to amend planning in order to meet individual pupil needs.

Disability and Equality

The Governing Board, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

School monitors both rewards and sanctions in order to ensure equality and meet school's statutory duties in respect of SEN, disability, race relations and gender equality.

Transition

Our Expectations are consistent across our academy, this enables children to make a smooth transition into new year groups. In addition, information which may support new teachers in supporting a child to meet our expectations is shared. This ensures that successful strategies and approaches continue to enable children to demonstrate positive behaviours.

Review

The Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Promoting Positive Behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the governing board informed.

The governing board will annually review this policy and associated procedures to ensure its continuing appropriateness and effectiveness.

Reviewed: November 2017 (Minor amendments)

Policy Review undertaken by G Frost/ School Parliament

Review Date: November 2018

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

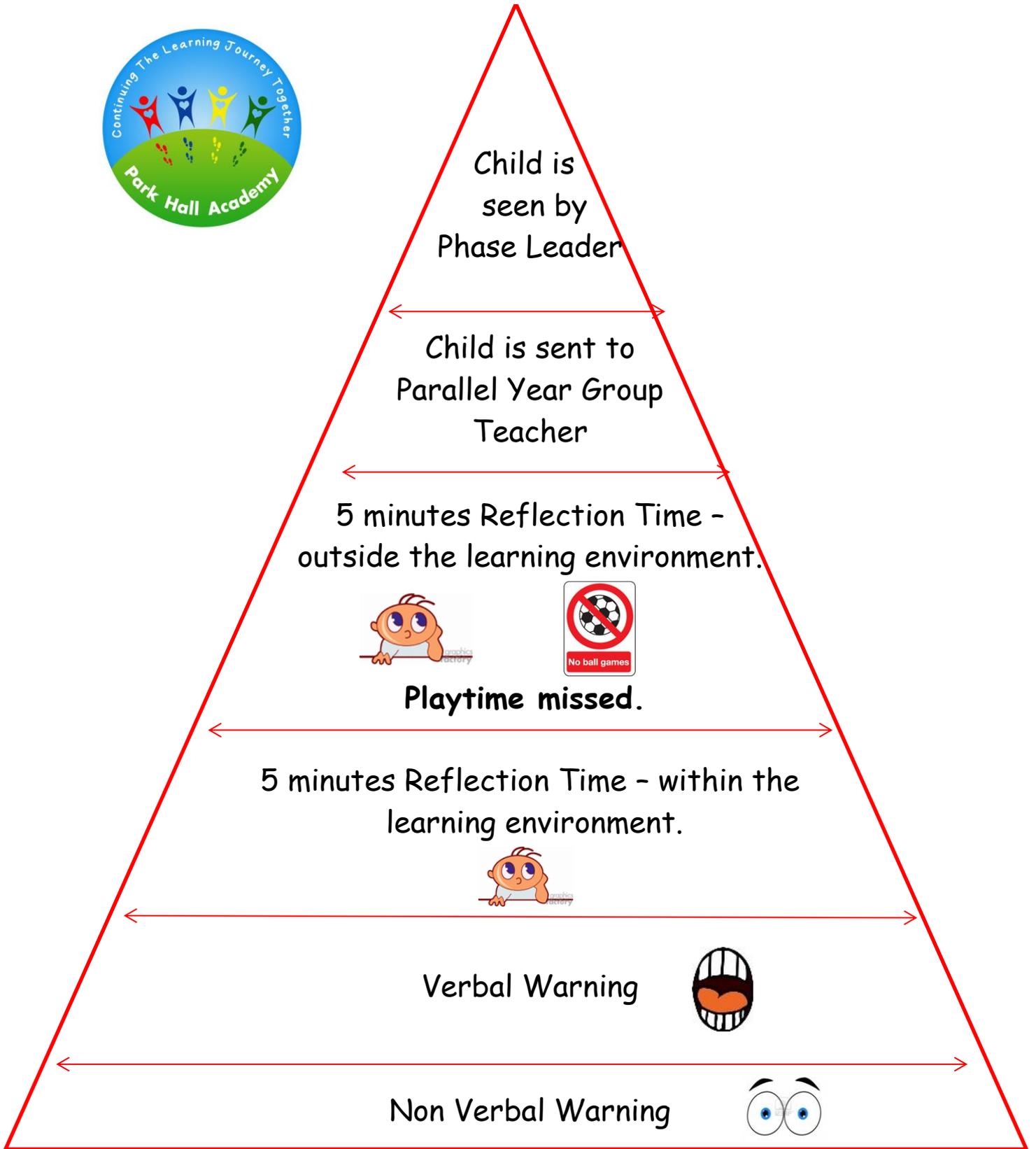
It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Promoting Positive Behaviours



Enjoy Learning



Try your best



Work Together



Show Respect



Be Safe