

# **Ebor Gardens Primary Academy and Victoria Primary Academy**



EBOR GARDENS  
Primary Academy



VICTORIA  
Primary Academy

## **POLICY FOR POSITIVE BEHAVIOUR**

Approved by the Governing Body 24<sup>th</sup> January 2017  
Review date January 2018  
Debra Simpson  
Executive Principal

### Purpose of positive behaviour

Good discipline has its roots in a stimulating classroom environment which grips each child's interest and imagination to such a degree that thoughts of misbehaviour become irrelevant. This remains an ideal and in practice needs to be linked to other factors:

- The general atmosphere of caring which is built upon a mutual teacher-pupil respect and recognition on the part of the child that there exists a close home-school support system.
- A close consistency amongst staff with regard to standards and expectations of all kinds, linked to a mutual support system for all members of staff – teaching, support, office staff and all other adults who come into school and hold positions of responsibility.
- A clearly outlined framework of discipline and expectation within the school coupled with explicit statements to the children on agreed standards, values and behaviour. In addition each class will agree its own set of Class Rules and cover aspects of rights and responsibilities as part of the induction period at the start of each term.

### Desirable Aspects of Children's Behaviour in School

Purposeful activity around school at all times, for example on entering the classroom first thing in a morning, after playtimes and lunchtime, and if the teacher is dealing with an emergency, at playtimes and lunchtimes.

### Working responsibly independently and as a member of a group.

- Responsible movement throughout the school both with and without supervision.
- Habits of politeness - closing doors quietly, holding doors open for others, good table manners at lunch time, using please and thank you, excuse me, the courteous greeting and direction of visitors.
- Constant cleanliness and tidiness, both indoors - cloakrooms, floors, work areas, library, shop and out of doors. (Linked to health & safety)
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### Within the classroom

Each learning environment has a traffic light system linked to **behaviour for learning** which run alongside their class rules:

Everyone starts on Green (I am learning)

Amber (I am disrupting my learning)

Red (I am not learning)

Gold Star (awarded for above and beyond)

## **Sanctions Overview**

1. Minor offences will be dealt with by the teacher/adult on duty/supporting a group session. Repeated misbehaviour should be reported to the class teacher, phase leader, assistant headteacher or Head of school.
2. Children who disrupt class sessions or do not complete work due to misbehaviour will move through the traffic light system. Work will be completed during playtime or lunchtime if it is not completed during the lesson. Children on red will be moved to their parallel class to work, if they continue to disengage with their learning.
3. Lunchtime Assistants will deal with minor offences. More serious or repeated offences will be reported to the Senior Supervisor (& Learning Mentor for target children) then to the class teacher or Head of School. Children who misbehave at play or lunchtime should be dealt with initially outside and then sent in to the Learning Mentor on duty if the child's behaviour does not improve.
4. Repeat Offenders will have their behaviour monitored. Strategies will include: keeping a log of incidents, star charts, positive behaviour books, Victory Book, home school diary. Realistic targets will be used. All staff should be aware if these are in operation outside of the classroom. On these occasions it may be deemed appropriate to instigate an Individual Behaviour Plan and parenting contract.
5. Serious Offences: Racist behaviour, homophobic behaviour, bullying, behaviour which is likely to cause injury to self or others, verbal abuse of others, repeated verbal misconduct, inciting others to offend, willful damage to property. -

Children who commit these offences must be reported immediately to the Head of School. It is school policy to consult with parents over serious misbehaviour.

6. Repeated Serious Offenders will be subject to the school's zero tolerance approach and parents will be asked to support us with this. To implement this, a meeting will usually take place between the Head of school, Class Teacher, Child and Parent. The inappropriate behaviour is identified and agreed by all. Positive strategies continue to support the child but no more traffic light warnings will be given. The child will be referred immediately to the Head of School if there are any further occurrences. If necessary a referral to external agencies for support will be made if we deem it relevant to the child.
7. Children who commit these offences should be reported to the Head of School immediately. It is school policy to consult with parents over serious misbehaviour. At Ebor Gardens and Victoria Primary Academies it is unlikely that children would behave in such a way as to be unkind to others through discrimination or bullying.
8. The Governing Body would be involved only in extreme cases and this may lead to a fixed term exclusion.

## **IMPORTANT**

Inappropriate or disruptive behaviour can be a result of stress. One cause of stress is child abuse. The named people in our schools for child protection are Mrs Coe (Ebor Gardens) & Mrs Green (Victoria). Do seek advice if you have any concerns about any child.

## **Equal Opportunities**

**Gender** - Staff must set the same standards of behaviour for boys and girls.

**Special Educational Needs** –Treating all children fairly does not mean they should all be treated exactly the same. Each child is an individual. If a child has a long or short term special behaviour/discipline need all staff should be made aware to ensure consistency.

**Culture** - Regard should be given to the culture of the home. It is the school's responsibility to work in partnership with home to agreed models of behaviour and discipline for all children.

## **Rewards**

- Children gain shop points for acts of kindness, putting effort into their work, coming to school in uniform, completing homework, having PE kit in school, good conduct in assembly, being on time and anything else above and beyond. This is an incentive that encourages children to learn about saving.
- Citizens of the week Award
- Writer of the Week Award
- Speaker of the Week Award
- Stickers
- Verbal Praise
- Phone calls and letters home to parents to acknowledge significant improvements and consistency
- Within the classroom teachers operate a behaviour self audit system and this encourages children to reflect upon the expected standard of behaviour after each lesson.
- We aim to build self-esteem, self-belief and self confidence in all our children.