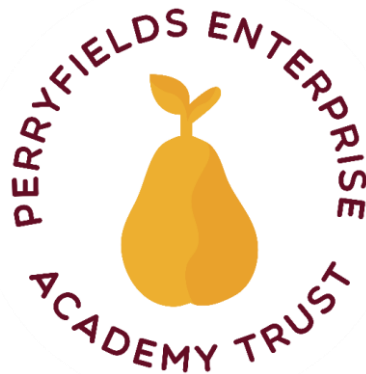


# Perryfields Enterprise Academy Trust

## Behaviour Policy



Perryfields Enterprise Academy Trust	
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# Perryfields Enterprise Academy Trust

## Behaviour Policy

The academy embraces this principle and seeks to create an environment within the academy which encourages and reinforces good behaviour.

### Aims:

- To create an environment that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the academy's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and academy in the implementation of this policy.

### Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the academy has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. As an academy we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### Academy Ethos

The adults encountered by the children at schools within the Trust have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Teachers take into account the impact which emotional needs may have on pupils' learning, and appropriate support is provided. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping are used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Effort, challenges and mistakes are valued because they lead to learning. This is in line with the Growth Mindset initiative which the academy has adopted.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms provide a welcoming environment. They are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour.

Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption.

Displays help develop self-esteem through demonstrating the value of every individual's contribution.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Effective praise is used to encourage good behaviour as well as good work. Pupils are given specific process feedback that recognises: strategies, effort, perseverance, challenge-seeking and improvement.

We have created a whole academy visual reward system which recognises good, excellent and incredible behaviours. It can also be used to record unacceptable behaviour. Children have the opportunity to redeem themselves with good behaviour and children will always begin each new day at 'good'.

## **Rules and Procedures**

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures: -

- are positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- are consistently applied and enforced;
- promote the idea that every member of the academy has responsibilities towards the whole.

## Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The usual reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour are as high as for work. Public recognition of good behaviour is acknowledged through house points and via a weekly celebration assembly and giving of certificates. Additionally, the House system is used to encourage positive behaviour and acting as a positive role model to others. Credits are awarded by all members of staff and celebrated at half-termly assemblies.

## Sanctions

A whole academy protocol has been put in place for the consistent management of behaviour. Sanctions that range from expressions of disapproval, withdrawal of privileges and ultimately referral to the Headteacher, letters to parents and, in the last resort, exclusion, have been set out below:

- 1) Children consistently displaying unacceptable behaviour during the week or whose behaviour warrants an immediate sanction outside the class will attend the 'Positive Attitude club' on a Thursday break time with a member of the SLT and a level 1 behaviour slip will be sent home to parents.
- 2) If the child has received two level 1 behaviour slips in a half term, a meeting between the school and the child's parents will be arranged to discuss next steps.
- 3) If a child displays more extreme examples of behaviour (e.g. violence towards pupils or adults, dangerous behaviour, extreme insolence, swearing or disrespect), they will be sent directly to the Headteacher or Assistant Headteachers. Parents will be contacted and invited into school to meet with a member of the senior leadership team.

Careful evaluation of the curriculum on offer, classroom organisation and management, and whole academy procedures take place to reduce inappropriate behaviour and to create a positive working environment. Additional specialist help and advice from the Educational Psychologist or Specialist Teacher Team may be necessary. This possibility should be discussed further with the Headteacher.

## Serious or continued inappropriate behaviour

If problems persist, or for more serious incidents, including those that involve bullying or abusive behaviour, the Senior Leadership will go through the following stages of intervention:

- 1) Fixed term internal exclusion.
- 2) Fixed term external exclusion followed by a reintegration 'Back to school meeting' with the child and parents/carers.
- 3) Pastoral Support Plan meeting - multi agency meeting.
- 4) Positive Referral If there is no improvement and other children are being put at risk on a daily basis, e.g. to an external provider such as a grow unit where they would stay on our register and hopefully return to mainstream education.
- 5) Permanent exclusion.

## Communication and parental partnership

We give high priority to clear communication within the academy and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns, and of the steps which are being taken in response. The key

professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.