
Great Addington Behaviour Policy

(incorporating PDET's Statement of Behaviour Principles)

Peterborough Diocese Education Trust's (the Trust) vision is: 'For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.' Good behaviour in each academy is central to a good education. By providing a calm, safe and supportive environment, pupils can learn and flourish. Therefore, underpinned by our Christian values, the Trust is committed to creating a culture where pupils and staff can learn and flourish in safety and with dignity.

Aims and Expectations

1.1 A primary aim of Great Addington Primary School is for every member of the school community to feel safe, valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support all members of the school, living and working together in a supportive way. The policy aims to promote an environment where everyone feels happy, safe and secure and aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.

1.2 The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. This policy supports the school in maintaining high standards of behaviour in school and the safety of all of those within it.

1.4 The school expects every member of the school community to behave in a considerate way towards others.

1.5 We treat all children fairly and apply this behaviour policy in a consistent way.

1.6 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour

2 Brilliant Behaviour: Be ready, be safe, be respectful

2.1. We are READY to learn:

- We arrive at school on time every day
- We have the correct uniform and PE kit
- We line up smartly
- We have our equipment ready
- We show that we are listening and our minds are ready to try our very best

2.2 We are RESPECTFUL:

- We listen when others speak
- We use kind hands at all times

- We respect the property of our friends and the school
- We respect that other people have different ideas, beliefs and backgrounds to our own

2.3 We are SAFE:

- We move around school in a safe manner
- We follow instructions to keep ourselves safe
- We use equipment safely
- We stay safe online and make safe choices in our community.

3 Rewards, Incentives and Sanctions

3.1 We recognise and reward children who go 'over and above' our standards. Our staff team recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. The following rewards are used in our school:

- Specific verbal praise
- Points given for children for their point-card
- Star of the week certificates and headteacher awards every Friday in Achievers' Assembly;
- Lunchtime awards
- Class reward systems are used to celebrate achievements in class, e.g team points/tally marks/marbles in the classroom
- Postcards/emails/phonecalls to parents
- Mentions on social media and the school newsletter

4 School Point-card Reward System

- All classes use a 'point card system'
- Adults award 'Points' to individuals for a range of reasons including outstanding effort, courtesy and consistently good behaviour;
- Children are recognised for the points they've gained each week in Celebration Assembly

5 Playtime

- All outside at all times
- No children in classrooms unless extra-provision has been arranged
- Whistle – 5 minutes before the end of play for tidying up
- Access to the school through Rockingham door
- Wet playtimes – at break, all stay in classrooms with TA/teacher
- Lunch wet plays – 2 adults, 1 hall (laptop) colouring/lego in Rockingham (Kirby still serving etc)

6 Sanction Protocol

6.1 All children have the right to feel safe in school, not be hurt and have the right to the best education they can possibly get. However, we understand that all children misbehave sometimes and we expect our children to make mistakes and learn from them. It is the school's expectation that all staff, regardless of job role, will follow the rewards and sanctions protocol.

7 Good to be Green Behaviour Scheme

7.1 Staff in school will follow the 'Good to be Green' scheme. It is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

7.2 The scheme is very visual, with child friendly resources which allow our pupils at Great Addington to easily see how they are doing. We believe that it is important to always promote a positive message regarding behaviour management. 'Good to be Green' is a means of promoting our high expectations of positive behaviour.

7.3 Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- '**It's Good to be Green!**' and the children soon learn to associate being on Green with a feeling of having done the right thing. If a child is still on Green by the end of the day, the child is awarded a 1 Point for their card. If they stay on Green all week, 3 points and if they stay on Green all term, they are invited to a 'Good-to-be-Green lunch party'.

7.4 If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card, and they have to be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes off playtime (mainly for Level 1 and 2 behaviours- see table below).

7.5 Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. Persistent Level 2/ level 3 behaviour (see table below) would equate to a red card which would then have a consequence of loss of playtime of lunchtime. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified.

8 The Role of the Class Teacher and Teaching Assistants

It is the responsibility of the Class Teacher to ensure that their class behaves in a responsible manner during lesson time in line with the school Behaviour Policy

The Class Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Class Teachers and Teaching Assistants treat each child fairly and with a high degree of respect and understanding.

Teaching Assistants are responsible for supporting the work of the Class Teacher at all times.

If a child misbehaves in class or on the playground, the Class Teacher or Teaching Assistant must implement the Sanctions Procedures, keeping a record of all incidents via Timeout forms and following 'Good to be Green'

The Class Teacher liaises with the Principal, Executive Headteacher and school SENCO to support and guide the progress of each child.

The Class Teacher reports to parents about the progress of each child in their class. The Class Teacher, Principal and Executive Headteacher may also contact parents if there are concerns about the behaviour or welfare of a child.

9 The Role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school Behaviour & Discipline Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour. They have the responsibility for issuing suspensions (formerly known as 'fixed-term exclusions') to individual children for serious acts of misbehaviour. For

repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. In all instances of suspensions or permanent exclusions, the school will be guided by the DfE document Suspension and Permanent Exclusion from maintained school, academies, referral units in England, including pupil movement (Sept 2023) and will also refer to the Behaviour in Schools DfE publication

10. The Role of Parents

The school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with school. We build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem the school governors should be contacted which may lead to a formal grievance or appeal process being implemented.

Beyond normal school hours, responsibility for a child's behaviour rests entirely with the parent/guardian. Any misbehaviour outside of school hours will not be dealt with by school sanctions procedures.

11. The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines. The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

12. Monitoring and Review

The Principal monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Class Teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the Communication Books.



The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

'Our love should not be just words and talk; it must be true love, which shows

itself in action' 1 John 3:18



Appendix:

 LEARNING AND FLOURISHING TOGETHER 		Good To Be Green
Level 1	Range of Possible Sanctions	
<ul style="list-style-type: none"> • Rocking on seat • Calling out • Not listening/ paying attention • Pushing, shoving in line • Running indoors • Not working when asked • Not tidying up when asked 	<ul style="list-style-type: none"> • Adult use of body-language: eye contact, frown, gesture. • Moving the child to a different space. • A private reminder about the behaviour we wish to see- inviting them to make the right choice. • Repetition of task/ completion of work in own time. 	
Persistent Level 1 & Level 2	Range of Possible Sanctions	
<ul style="list-style-type: none"> • Distracts others • Throws small objects to distract – not to hurt • Inappropriate physical contact, e.g. poking, flicking, pulling hair, • Complains or mutters disruptively/persistently • Talking at an inappropriate time, or asking inappropriate questions to disrupt • Hides work or resources • Interferes with other’s property • Minor deliberate damage (pencils) • Leaves the room without permission • Dishonest when spoken • Persistent rough play 	<ul style="list-style-type: none"> • 5 minutes off playtime or lunch time. • Sent to the Principal/ Exec. Head • Missing whole/ part of a breaktime or lunchtime • Write letter of apology 	
Persistent Level 2 & Level 3	Range of Possible Sanctions	
<ul style="list-style-type: none"> • Encourages others to misbehave • Uses obscene words to offend • Causes hurt intentionally • Verbal abuse of adults • Answering back or constantly questioning adults decision or request • Refuses to obey instruction • Destroys own work intentionally • Destroys others’ work intentionally • Insulting, name calling including racist and homophobic language • Damage to property or equipment (including play equipment). • Threatens violence • Bullying • Stealing 	<ul style="list-style-type: none"> • Parents informed by letter- meeting with Class teacher to discuss • Sent to the Principal/ Exec. Head • Child put on a ‘behaviour chart’ for a period of time • Loss of whole of Playtime or Lunchtime • Lunchtime exclusion 	

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