



THE PARAGON

Junior School of Prior Park College

Behaviour Policy

'To promote the importance of moral, spiritual and social values, inspired by the school's underlying Christian ethos.' (The Paragon's Mission Statement)

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1. Aims

- To create an environment which 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 school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

This policy has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

This policy has given due regard for its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and reasonable adjustments are made for these pupils.

All members of staff must adhere to this policy. This policy relates to the whole school, including the Early Years Foundation Stage.

2. Principles

Good standards of behaviour and discipline are the responsibility of all children and adults. The importance of mutual respect and rapport between teachers and pupils cannot be over-estimated.

At The Paragon we aim to be positive and supportive, stress strengths rather than weaknesses, emphasise achievement not failure and use rewards rather than punishment.

Every member of this school community – children, staff and parents – is expected to show consideration, respect and courtesy to others. As adults, we need to model this; it is the way we treat others that will be seen and imitated by the children. Staff must expect consistently high standards and these must be constant throughout the school and ensure that the above ideas and the school rules are adhered to.

3. Expectations of pupils

- Children are expected to be well-behaved, well-mannered and attentive.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Abusive language will not be tolerated.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Children should walk (not run) when moving around school.
- All children are expected to respect their own and other people's property and to take care of books and equipment.

4. The Paragon has four 'Golden Rules':

1. Treat all members of our school community with respect, kindness and good manners.
2. Treat our school site with care, showing respect for things that belong to you and others.
3. Always be aware of your own safety and the safety of those around you.
4. Take pride in representing The Paragon and try your best in all areas of school life.

The Pre-Preps have their own, simplified version of the school rules:

1. Be kind and polite to everyone.
2. Look after the school and everyone in it.
3. Stay safe and look after your friends.
4. Always do your best and be a good listener.

5. Rewards

The aim of the rewards system is not only to promote good behaviour and encourage a strong work ethic but also to allow parents to be aware of how well their child is getting on at school.

Each child has their own sticker chart which they are encouraged to take home regularly. Children work hard to collect three different coloured stickers - blue for 'Target of the Week', red for 'effort in school work', and yellow for 'general behaviour'. The colours are in alphabetical order so that it is easy to remember which colour goes in each column. The 'Target of the Week' sticker is awarded according to that week's target which is introduced by the Headmaster during Monday's assembly. In the Foundation Stage, children need to collect 15 stickers of any colour for good behaviour.

The stickers which the children collect serve as a record of individual and group achievement. Each week the children in the Prep count their red and yellow stickers (general behaviour and effort) and the house with the most stickers is celebrated in assembly on Friday.

Over the course of the term, the children achieve a number of stickers (red, yellow and blue) which will go towards earning individual certificates that will be awarded in assembly. When a child achieves their first 20 stickers (15 for Nursery and Reception) they will earn their bronze certificate, then the child will move onto silver (30 more stickers), gold (50 more stickers), super gold (50), platinum (50) and finally diamond (50). Achievement Records and the list of the term's Targets of the Week are in the shared area (Exchange > Rewards). Ready printed certificates are available in the pigeon holes in the staff room. No child should achieve more than 5 stickers for each column in one week. Therefore, staff should only give out one at a time. The intention is that only the very best pupils achieve Diamond, therefore it should be rare for children to receive more than one certificate per half term.

Children will most commonly be given stickers by their own teacher but they can also earn them during lessons with specialist teachers and when moving around the school or participating in assembly. Reward stickers may be given to children if they are polite/helpful in passing or in the playground. All teachers/TAs should have packs of stickers.

Class teachers write the certificates needed for their class before Friday's assembly and give them to the Headmaster at the start of the assembly.

At the beginning of a new year, children get a new chart and need to start again from bronze.

Children should not be given chocolates/sweets as rewards for good work or behaviour.

6. Sanctions

The use of punishment should be characterised by these features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided.
- There should be a clear distinction between minor and major offences.
- The sanction must not be out of proportion to the offence.

Teachers should not send children to stand outside the classroom door as a punishment.

Minor infringements of school rules - for example noisiness, tardiness, untidiness - are addressed through teacher/pupil dialogue. A verbal apology will be required. Children will be given a series of warnings before punishments are introduced. For persistent aggressive or inappropriate behaviour the following guidelines apply.

There are two different systems, depending on whether the children are in the Pre-Prep or the Prep department.

Pre-Preps (including EYFS):

In the first instance of inappropriate behaviour, the child should be given a verbal warning with an explanation of why the behaviour is unacceptable. If the behaviour continues, further action may be needed, perhaps allowing the child time out on a thinking chair. From Year 2, the traffic light system should be used (see below). If the behaviour is consistently poor, the teacher should speak to the child's parents and a behaviour chart may be used. At this point, the Deputy Head will be informed.

If a child behaves inappropriately at playtime, they should be removed from the situation and asked to sit on the bench. The child's class teacher should be informed at the end of playtime.

The Head of Pre-Prep, Amelia Hart, is responsible for behaviour management issues in the Early Years Foundation Stage. She will refer matters to the Deputy Head, as appropriate.

Preps:

Class teacher should follow the traffic light system to promote good behaviour. This system is for low level misdemeanours. It is important that the following process is used:

- 1) Use traffic light system (see below).
- 2) If misdemeanours continue, or following a serious incident, the teacher will - if appropriate - inform the parents. The pupil may have to:
 - miss break
 - write a letter of apology
 - speak to the Deputy Head or Headmaster

Staff will be alerted to the child's behavioural issues at a staff meeting or via Paraphernalia. For serious misdemeanours, children in Years 5 and 6 will be given a lunchtime detention (see Black Card sanction below).

- 3) If behaviour does not improve, parents are notified.

The teacher produces a Behaviour Card and the child is sent to see the Deputy Head.

Privileges may be withdrawn. These include school representation and participation in extra-curricular activities. This can run for 1-3 weeks. The card details behaviour every day during the week and is completed by the class teacher.

It is to be reviewed by the Deputy Head and the class teacher on a weekly basis.

At the beginning of the week the class teacher emails all staff so that they are aware of the Behaviour Card. All teachers working with the child are to keep the teacher notified of behaviour. The class teacher is to inform the parents and to keep them updated on progress.

- 4) If a child has been put on report for a third time, the Head, in consultation with the governors, may request the removal of the child from the school. Parents will be kept abreast of the situation during this process.

Serious Disciplinary Offences

The Headmaster keeps a record of serious disciplinary offences. A 'serious disciplinary' offence would normally be that which met any of the criteria below:

- Required a formal meeting between the parents and the HM (or Deputy)
- Required a pupil to be given a Behaviour Card
- Resulted in a suspension or expulsion of a pupil

Behaviour card, target card and apology letter templates are available in the staff shared area (Exchange > Behaviour).

7. Traffic Lighting

We use a traffic light system for years 3 to 6.

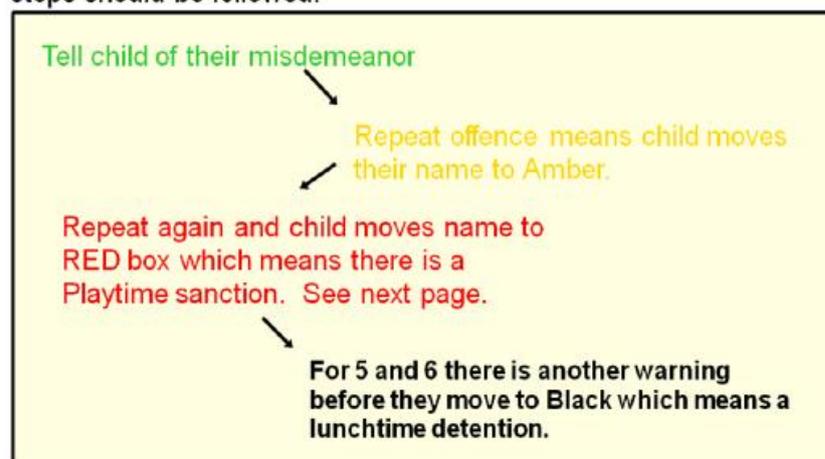
Year 3 and 4



Year 5 and 6



All children start on green. When a child misbehaves the following steps should be followed.



Each class teacher should set up their own traffic light display, featuring the names of all children in the class on movable cards.

Red card - sanction

The child is given a red card (with the class name on it) which he or she takes out to member of staff on duty at play or lunchtime. The member of staff on duty ensures the child has a five minute 'time out' from playing. The location for this should be away from friends to ensure children think about their behaviour. The RED card is kept by duty staff and then returned to the teacher as evidence that the sanction has occurred.

Playtimes and lunchtimes

Staff on duty at play and lunchtimes may put a child on 'Amber' or 'Red'. Children on 'Red' should immediately have a five minute 'time out'. Children must inform their class teacher on returning to the classroom.

Black card - detention

These are for Years 5 and 6 only. If a child does reach this level, the parents will be informed. The detentions will take place on a Monday lunchtime. Year 5 and 6 teachers will arrange supervision.

Children are reset to Green regularly. Year 3 reset at break, lunch and end of day. Years 4,5 and 6 reset at lunch and end of day.

If a child reaches red twice in a week then they are to be sent to the Headmaster.

The traffic light system should be used only where positive approaches fail.

Regulatory Requirements

No member of staff will give corporal punishment to a child at the school. In so far as it is reasonably practical, all staff shall ensure that corporal punishment is not given to any child by others in contact with the children or working at the school.

No member of staff will threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.