



THE PARAGON
JUNIOR
BATH

BEHAVIOUR POLICY

Whole Trust? No	Statutory? Yes	Website? Yes
Reviewed: Oct 2020	Next review: July 2021	Version: 2019.1

Mission Statement:

- To be an exciting and dynamic school, in which children acquire a thirst for knowledge and a love of learning.
- To promote the importance of moral, spiritual and social values, inspired by the school's underlying Christian ethos.
- To deliver a broad and balanced education for every child, which maximises their academic, creative and sporting potential.
- To value every individual's talents and interests, encouraging children to take pride in their own achievements while also celebrating those of others.
- To be a school that is outward looking - building links with parents and the local community, as well as appreciating the rich diversity of cultures from around the world.
- To be a happy school where children really feel they belong - where they can laugh, be spontaneous and enjoy being children.
- To enable those leaving The Paragon to move on to Prior Park College as confident, capable, compassionate and independent minded young people.

Aims

The school's approach to behaviour, rewards and sanctions embodies all elements of its Mission Statement.

In producing and implementing the Behaviour Policy we aim to:

- create an environment which encourages and reinforces good behaviour
- define acceptable standards of behaviour
- prevent bullying
- encourage consistency of response to both positive and negative behaviour
- promote self-esteem, self-discipline, respect and positive relationships
- ensure that the school's expectations and strategies are widely known and understood
- maintain the safety and well-being of our pupils
- enable the school to function efficiently as a place of learning

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

Safeguarding

If any pupil's behaviour gives staff cause to suspect that a child is suffering, or is likely to suffer, significant harm, they should follow the Prior Park Schools' Child Protection Policy.

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 overestimated.

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

Each 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 ensure that these are adhered to.

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.

The Paragon Way

'The Paragon Way' is a set of values which we aim to inculcate in all our pupils. The various themes it lists are explained in school assemblies and should be discussed in class. The same list is used, in an age-appropriate way, across the Prior Park Schools.

THE PARAGON WAY

- Treat other people as you would like to be treated
- Forgive
- Share
- Be honest
- Listen
- Show good manners
- Be kind and helpful
- Be your best self

At the end of each term, class teachers chose a member of their class to receive a Paragon Way certificate for displaying aspects of The Paragon Way in their social interactions with their peers. These certificates are presented by the Head to the pupils in the last assembly of the term. When they are presented, the teacher explains why this child has been chosen.

Pre-Preps

Rainbow Charts



The Rainbow Chart is used in Years 1 and 2. It provides children with a visual reminder of how they are behaving throughout the day. At the start of each day all pupils begin on the 'blue sky'; they are then moved up or down depending on their behaviour.



Rewards

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

Pom Pom Jar

Throughout the Pre-Prep department each class has its own PomPom Jar. This is a collective reward system for the entire class. The pupils are rewarded with Pom-Poms for any good group or class work. Once they have filled the jar to a target level they are rewarded with that specific reward. Each class decides its own targets to reach with the class teacher.

Sticker charts (Pre-Prep and Prep)

Each child has their own sticker chart. In the Prep department and Years 1 and 2, the same chart is used for the whole of the academic year. Children work hard to collect two different stickers - red for effort in school work and blue for showing attributes of The Paragon Way. In the EYFS, the children have to fill their sticker chart completely to gain a certificate. They are then given a new sticker chart to fill to work towards the next certificate.

Over the course of the term, the children attain a number of stickers which go towards earning individual certificates that will be awarded in assembly. When a child achieves their

first 30 stickers they will earn their Bronze certificate, then the child will move on to Silver, Gold, Platinum, Diamond and finally, Emerald. Each certificate is worth 30 stickers.

Achievement Records are in SharePoint ([Information > Behaviour](#)). Ready printed certificates are available in the pigeon holes in the staff room. No child should achieve more than five stickers for each certificate in one week. Therefore, staff should only give out one at a time. The intention is that only the very best pupils achieve Emerald; therefore it should be rare for children to receive more than one certificate per half term.

In Year 6, pupils receive badges in addition to certificates, which are presented to them by the Head. Year 6 children also receive a prize if they attain all the badges.

The stickers which the children collect serve as a record of individual and group achievement. Each class teacher nominates a class monitor who adds up the stickers at the end of each week, which go towards the house points. The house with the most stickers is celebrated in assembly on Friday.

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. Blue stickers may be given to children if they demonstrate the attributes of The Paragon Way *particularly well* when encountered around the school (avoid giving stickers every time a child opens the door – this could result in too many being given). All teachers/TAs should have packs of stickers.

Class teachers write the certificates needed for their class before Friday's assembly and should give them to the Head's PA in good time before the Friday 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.

Celebration Friday - Head's Award (Pre-Prep & Prep)

Class teachers may choose pupils in their class to receive a Head's Award. These children go to the Head's office to receive their gold sticker from the Head during 'Celebration Friday', which takes place after the Friday assembly. Only a few children from each class should be chosen each week.

Specialist teachers may also select pupils to receive this award. They must inform the child's class teacher if they have done so.

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.
- The sanction must be proportionate to the offence.
- The punishment should be reasonable and take into account the pupil's age, special educational needs or disability, and any religious requirements affecting them.
- Group punishment should be avoided.

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

Minor infringements – eg. 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 poor behaviour the followings 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. 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 Head of Pre-Prep will be informed.

A child who behaves inappropriately at playtime should be asked to sit on the bench by themselves to reflect on why they are sitting out. The teacher on duty will discuss their actions with them to help them develop an understanding of how they could have reacted differently. They will re-join playtime after about five minutes. The child's class teacher should be informed at the end of the playtime.

The Head of Pre-Prep is responsible for behaviour management issues in the Early Years Foundation Stage and Years 1 and 2.

Preps:

Levels of behavioural issues - overview

- 1 Low level - verbal warning (teacher or other member of staff present)
- 2 Poor behaviour in class - use traffic light system (Amber > Red)
- 3 Persistent misbehaviour/more serious misdemeanours - (Red > Time Out)
- 4 Ongoing behavioural issues/one-off, more serious offence – (Red > see Pastoral Lead / Black > see Head)
- 5 Very serious offence - (Black > see Head)

Traffic Light System

Class teachers should follow the Traffic Light system to promote good behaviour. This should be used only where positive approaches fail.

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



Good



Warning



Sanction

- All children start on Green.
- When a child misbehaves tell the child of their misdemeanour and warn them that their name will be moved to Amber if there is further poor behaviour.
- Move the child's name to Amber if poor behaviour continues.
- If a further misdemeanour occurs, move the child's name to Red.
- All children are put back to Green at the end of the day.
- If a child is put on Amber twice in a week they are given a break time sanction.
- If a child is put on Red **once** in a week they attend a Time Out lunchtime detention.
- For persistent, serious offences or a single, very serious offence, a child should be sent to see the Head.

Break Time Sanction

- If a child has been put on Amber twice in a week the class teacher gives the child a break time sanction. The teacher should inform the member of staff on duty.
- The member of staff on duty ensures the child has a five-minute withdrawal from playing. The location for this should be away from friends to ensure children think about their behaviour.

Playtimes and lunchtimes

Staff on duty at play and lunchtimes may put a child on Amber or Red. Children on Red should immediately be removed from other pupils and sit down on the bench by themselves. The child must inform their class teacher on returning to the classroom.

'Time Out' detention

- If a pupil is put on Amber three times in a week, they go to Time Out.

- If a pupil is put on Red **once** in a week, they go to Time Out.
- If a pupil attends Time Out twice in a term, they are sent to see the Deputy Head. They may be given a Behaviour Card (see below).
- Parents must be emailed by the teacher who has sent the child to Time Out (if not the child's class teacher, copy them in on the email). This must be done before they attend the detention.
- Add the pupil onto the Excel register on 'SharePoint' (School Information > Behaviour > Time Out).
- Time Out is held in the 5M classroom on Thursdays 12.35-1.00pm.
- Children attending will go to the 1.00pm lunch sitting. They may have to miss/be late for any club they usually attend. Remind them they need to apologise to the teacher running the club.

Children sent to Time Out have to write answers to the following questions:

1. What have I done wrong?
2. What do I need to do to avoid repeating my behaviour?
3. What is the importance of good behaviour?

In addition, they write a letter of apology if the teacher who has given them the detention has asked for this, or if the child feels they should. If a pupil has misused lesson time, they can take work to do in this time.

Any pupil that fails to attend should be sent to the Deputy Head and is put onto the next week's register.

Behaviour Card

For persistently poor behaviour a child is given a Behaviour Card. The teacher sends the child to see the Pastoral Lead. 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 and others who teach or supervise the child. The behaviour card template is available in SharePoint ([School Information > Behaviour](#)).

Progress is reviewed by the Pastoral Lead 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. The class teacher keeps the parents updated on progress. If a child has received a Behaviour Card 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 Pastoral Lead keeps a record of serious disciplinary offences. A serious disciplinary offence would normally be one which meets any of the criteria below:

- Required a formal meeting between the parents and Pastoral Lead or the Head
- Required a pupil to be given a Behaviour Card
- Resulted in a suspension or expulsion of a pupil

A particularly serious, single offence could result in immediate expulsion.

Regulatory Requirements

In writing this policy due regard has been given to the school's duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and reasonable adjustments are made for these pupils. DfE guidance, [Behaviour and Discipline in Schools 2016](#), has also been taken into account.

Corporal punishment

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.

Use of reasonable force

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.

S. James

DSL

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