

POSITIVE BEHAVIOUR POLICY

Policy Owner Assistant Head, Pastoral	Applies to The Paragon School	Superseded documents Behaviour Policy
Associated documents Counter-Bullying Policy Mental Health Cyber Bullying Policy Exclusions Policy Teaching and Learning Policy Safeguarding Policy Equal Opportunity Policy	Review frequency Every year (unless the legislation/regulations update before this time) Implementation date 1 October 2021	Legal Framework KCSIE 2021 Working Together to Safeguard Children

1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

2. Policy Statement

“All behaviour, both positive and negative, is communication”. It is our duty as educators to work out what the child is trying to tell us and how we can best support them.

The Paragon is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to recognise and praise positive behaviour and stress the importance of this to our children. It echoes our core beliefs of the eight values of the Paragon Way and supports children to develop the characteristics included in The Paragon Values.

Our behaviour system is based on children being able to make good choices. We encourage our children to reflect on the way they behave by modelling and celebrating those children who make the appropriate choices and by discretely addressing children who make inappropriate choices. We guide children into making the right choice at the time and in the future. We believe that children respond well to praise and positive encouragement to choose appropriate behaviour and we have a wide range of incentives and rewards in place. All staff praise the good behaviour of all children frequently and reward individuals, groups and whole classes.

3. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for the community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To not give learners excessive attention and priority for poor conduct
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, mutual respect, good manners, care, good humour, good temper, ability to follow rules and empathy for others.
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

4. Purpose of the policy

To provide simple, practical procedures for staff and children that ensures:

- Children are happy and enjoy school.
- Staff recognise and promote positive behaviour.
- Children develop positive attitudes and self-esteem.
- Clearly understand expectation of behaviour.
- Develop self-esteem and self-discipline.
- Teach children about appropriate behaviour through positive interventions.

- Provide a constant approach in supporting children whose behaviour does not follow our school rules.
- Children work hard to achieve their personal best - goals/targets - and are rewarded for this.

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

5. Safeguarding

If any pupil's behaviour gives staff cause that a child is suffering, or is likely to suffer, significant harm or is a Safeguarding cause for concern, they should follow the Prior Park Schools Safeguarding Policy and report their concerns.

6. The Paragon Values

'The Paragon Values' are a set of values which we aim to instil in our pupils. These are the values that will make our children exemplary members of the community and are as important as academic achievement.

The Paragon Values:

- Kindness
- Compassion
- Honesty
- Self-belief
- Aspiration

7. Behaviour expectations in and around school

- All members of our community treat each other with respect.
- All members of our community show good manners.
- Children walk around the school site and, where possible, are accompanied by a staff member.
- Every member of the school community demonstrates the Paragon Values through their behaviour.
- Everyone treats the buildings and equipment with respect.

8. Roles and Responsibilities

Staff Responsibility

All staff, no matter their position or role in the school, will be responsible for overseeing a consistent approach to behaviour. All staff will praise positive behaviour and comment on behaviour not permitted in school. Staff will not walk by when they see children not following school rules but will pass comment and remind the children of the correct behaviour. By all working together, in a consistent way, following the school's policy, we will ensure that the children feel confident in knowing and understanding the expectations of their behaviour.

Staff should be vigilant to any form of bullying and take appropriate measures to address this. Bullying takes many forms and these include peer-on-peer abuse, cyberbullying, prejudice-based and discriminatory bullying. Any staff who feel any form of bullying is taking place will refer to the school's *Counter Bullying Policy*.

Role of all staff:

All staff in the school will be constant in their approach to promoting positive behaviour and modeling positive behaviour.

Staff will share any behavioural concerns with the Pastoral team and report them to our system of logging pastoral concerns for all staff to be aware, which we call *traffic lights*.

Class teachers will be pro-active in their dealing with behavioural concerns and will work with the child, and their parents, towards a positive outcome.

All staff will record both positive and negative behaviour on CPOMS to build up a picture of each child.

Role of Key Stage Leads:

The KSL will ensure consistency is maintained when promoting positive behaviour.

KSLs will support the class teachers and other staff in ensuring positive behaviour is promoted throughout the school.

KSL will keep a log of concerns, both welfare and behavioural, which are discussed at Key Stage meetings and shared at 'Pastoral Team' meetings.

KSL will work with, and support, class teachers in promoting positive behaviour.

Role of Assistant Head, Pastoral:

The AHP will support KSL and all staff in supporting and promoting positive behaviour.

The Assistant Head, Pastoral will support all staff in promoting positive behaviour consistently throughout the school.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency.

The AHP will review records on CPOMS to look for patterns and links which will inform Personal, Emotional, Spiritual Development (PSED) topics and staff training.

Role of Headteacher:

The Headteacher will support and guide all staff in ensuring they are following the school's positive behaviour policy.

The Head will be kept informed of any child on a Stage 3 sanction.

The Head will make the final decision of a suspension or exclusion.

9. Promoting Positive Behaviour:

We praise, value and reward children for good behaviour in a variety of ways:

- Staff verbally congratulate children.
- Children move their name up a step on the 'Paragon Path'
- Staff may send a child to Key Stage Lead or Assistant Head, Pastoral to reinforce praise.
- Staff may email or talk to parents to highlight good attitude and behaviour.
- Any child that goes above and beyond with effort, attainment or behaviour can receive a special reward - see below. But this must be exceptional to not devalue the reward.
- All staff to be consistent in their approach to behaviour
- Staff to ensure all good behaviour is rewarded and praised.
- Staff to be proactive in supporting and reporting children who are struggling with aspects of school.

The Paragon Path



The Paragon Path is a way that we reward children's good behaviour. Each child starts in the middle of the path on step 5. They then move their name forward a step, maximum of one step at a time, if rewarded for good behaviour and following the Paragon Values, or back a step as per the sanctions. Each evening the chart is reset and the names all start the following day from step 5.

Specialist teachers:

Give the child a stick-it note with either +1, or -1, for them to move their name in their classroom on their path. Specialist to check in with class teacher, especially if it's a -1 'ticket'.

Paragon Path points reward behaviour and following the Paragon Values.

Examples are:

- *Being a kind friend*
- *Helping a friend*
- *Good listening*
- *Showing respect*
- *Having good table manners*
- *Being polite*
- *Sharing*
- *Being positive*
- *Showing forgiveness*
- *Being honest*

Rewards for going 'Above and Beyond.'

Children who regularly go 'above and beyond' with their behaviour and embody what it is to be a Paragon child' should be recognised and rewarded. This needs to be a high level of recognition to ensure it is not devalued. This extra award can only be awarded following a discussion with the AHP.

This will take the form of one or a combination of:

Phone call home:

Staff, AHP or Head may phone the child's parents to share in their success. Can happen as a 1 off, or at anytime.

A praise postcard sent home:

The AHP or Head may send a special 'praise postcard' linked to the Paragon Values home to the child's parents recognising their exceptional efforts. This can happen as a one off or at any time.

Afternoon tea:

Once a half term, a select few of the children recognised as going 'Above and Beyond' will be invited to join the AHP or Head for a special Afternoon Tea to celebrate their efforts.

Above and beyond badge:

Children are awarded with a special 'Above and beyond' badge in Prep to wear on their blazer and wrist band in Pre-Prep in assembly. This will be awarded at the beginning of each half term and the children will become ambassadors, for that half term, who fully embody the Paragon Values and a role model for other children to follow.

House points.

Each class will display 4 charts, one for each Paragon House (Abbey, Holbourne, Milsom and Crescent). The children collect house points for their house through academic effort and achievement or demonstrating skills of The Paragon Way. These House Points will be added by the child to their house chart by drawing a mark, smiley face, tick etc, with a dry-wipe marker.

Criteria for house points (academic)

- *Working hard*
- *Working independently*
- *Neat presentation*
- *Working well in a team*
- *Challenging themselves*
- *Showing creativity*
- *Being persistent*
- *Showing resilience*
- *Being curious*
- *Working systematically*

Each week the House Points will be added up and a winning cup awarded to the House with the greatest number of points. At the end of each half term, the House with the most points will be awarded the House Cup.

The Houses will also be awarded certificates, one given to the whole house to be displayed on the House board, to be presented in whole school assembly when they earn a certain number of points.
(number of points to earn tbc)

- 1000 - Bronze
- 2500 – Silver
- 5000 – Gold
- 10000 – Platinum
- 20000 – Emerald
- 50000 - Diamond

Head's Awards.

These are to reward academic effort or achieving skills from The Paragon Wheel. Each week a class teacher, or specialist, will choose 1 child who they feel is deserving of this award and has shown they have excelled in their effort with their work. The children will go to the Head's Study to receive their award Friday morning after a whole school assembly.

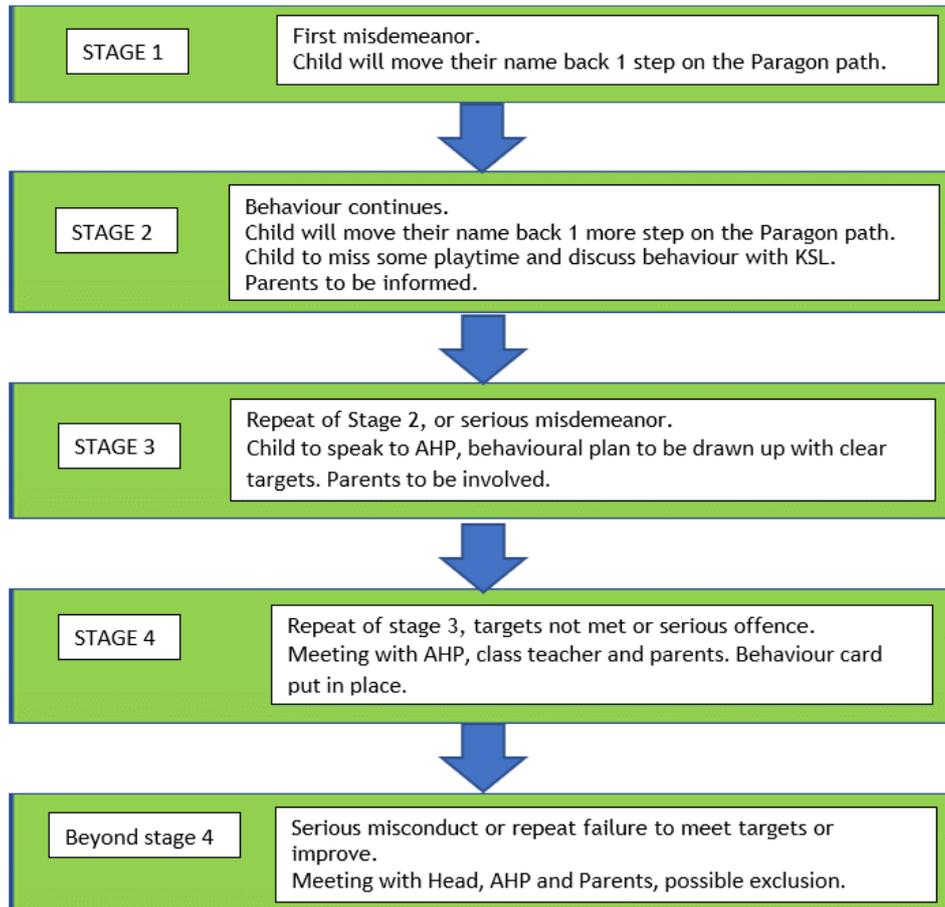
10. Sanctions

The use of sanctions should be categorised by the following:

- It must be clear why the sanction is being applied.
- It must be made clear to the child what changes in behaviour are required to avoid future punishment.

- The sanction must be proportionate to the misdemeanor.
- The sanction should be reasonable and consider the child's age, special educational needs or disability, and any religious requirements affecting them.
- Group punishments should be avoided.

The sanction process:



Each stage should require a positive conversation/discussion with the child about what impact their behaviour is having. The following questions may offer guidance to the discussion with the child:

1. What happened?
2. What were you thinking/feeling?
3. Who has been affected?
4. How can you do things differently in the future?
5. What should you do to put things right?

Steps to follow if a sanction is needed:

1. Staff member speaks to the child and explains why their behaviour is not appropriate.
2. Staff member explains to the child what behaviour we would like to see and why.
3. If behaviour happens in a specialist lesson, it is fed back to the class teacher and the child's name is moved back a step on The Paragon Path in the classroom - specialist sends child back to class with a '-1 ticket' on a stick-it note or similar.
4. If the behaviour continues, the child's name is moved back another step, and they will receive a sanction - see below

5. If the child's behaviour continues or their name is moved back to step 2, the child will be sent to Assistant Head, Pastoral.

The Sanction Process is not rigid, but to be used flexibly and with regard to the age of the child and the behaviour.

Stage 1 - first misdemeanor.

- The first time the child has displayed the behaviour.
- Class teacher to discuss with the child what they did that was not following the Paragon Values and how they can adjust their behaviour in future
- Child will move their name back 1 step on the Paragon path. Examples of behaviours at this level:
 - *Calling out/shouting*
 - *Inappropriate noises*
 - *Being off task*
 - *Distracting behaviour*
 - *Inside building when not meant to be*
 - *Running in or around the school paths*
 - *Lack of manners -please, thank you, excuse me*
 - *Being rude*
 - *Lack of care of property*

Stage 2 - Repeat of Stage 1, behaviour continues.

- Teacher reiterates with child why their behaviour is not acceptable and how they have not followed the Paragon Values
- Child will move their name back another step on the Paragon Path
- Child will miss a proportion of playtime, age appropriate, to consider how they can adjust their behaviour
- Child will discuss their behaviour with KSL and agree how they will adjust their behaviour.
- KSL will check in frequently with teacher, and child, to ensure they are modifying their behaviour.
- Teacher will inform the child's parents and let them know how we are supporting them in school. Examples of behaviours at this level:
 - *Consistent and repeated Stage 1 behaviour*
 - *Swearing at pupils and staff*
 - *Answering back*
 - *Abusing equipment*
 - *Stealing*
 - *Bossy in a threatening way*
 - *Refusal and non-compliance*
 - *Fighting, (hitting), kicking, biting*

Stage 3 - Repeat of Stage 2, or serious misdemeanor.

- Child will speak with Assistant Head, Pastoral about their behaviour.
- Child's parents will be informed about the repeat in behaviour.
- Child will have a behavioral plan in place, drawn up with AHP and class teacher, with clear targets for them to follow. Examples of behaviour at this level:
 - *Consistent and repeated Stage 2 behaviour*
 - *Endangering safety of another child or adult*
 - *Bullying - see Counter Bullying Policy*

Stage 4 - Repeat stage 3, targets are not met, or significant offence.

- Meeting will be arranged with the child's parents, class teacher and AHP

- Further targets and sanctions will be agreed.
- AHP will discuss a behaviour card with the child and parents.

Beyond Stage 4 and exclusion:

- Failure to meet the targets set at stage 4, or a significant misconduct, will trigger a meeting with the Head when further sanctions and possible exclusion will be discussed.

11. Exclusion

The exclusion of a child should be implemented as a last resort, when the safety and/or education of the child or their peers is put at risk as a result of the behaviour of an individual. This could be for persistent behaviours displayed over a period of time to which there is no attempt to improve or for one off incidents. The decision to exclude will never be taken lightly and the Head will make this, in consultation with the AHP, class teacher, the parents and the Chair of Governors. *Refer to the PPS Exclusions Policy*

12. Corporal punishment

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.

13. 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.

14. Supply Teachers, Students and Volunteers

Supply teachers, students and volunteers are expected to uphold our behaviour policy as a member of our school community. This will be provided during induction and any questions can be directed to the Key Stage Leads or Assistant Head, Pastoral.