PARAMOUNT ACADEMY

Behaviour Policy

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Introduction

Our behaviour policy here at Paramount Academy is not merely a list of regulations and sanctions but is also a statement of the school’s values and beliefs, setting out the expected standards for teachers, pupils and parents. We believe that by establishing a strong partnership between home and school we can encourage positive behaviour patterns amongst pupils and organize conditions conducive to learning so as to realize high academic achievement. The policy will set out the expected standards of behaviour, how parents can support their child in school, and the sanctions involved should misbehaviour occur.

Discipline is not the same as punishment; discipline is the standard of behaviour expected from all pupils which will help your child to come to school happily and make progress to the best of his/her ability. Good behaviour is necessary for effective teaching and learning to take place. All pupils are expected to behave in a responsive manner both to themselves, to others and to the environment, showing consideration, courtesy and respect for other people at all times.

We feel that parents and teachers must be partners to enable this to work successfully. The behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in such a small community. Naturally we must expect the same standards of behaviour from all children and we feel confident that we will have full parental support in the best interests of all our children.

Our school behaviour policy aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and consequences. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life. Our behaviour policy has at its centre, a concern for the safety and well-being of all our pupils.

Our Philosophy, values & principles

The staff at Paramount Academy recognize the importance of creating a positive working atmosphere in which individuals feel a sense of purpose, consensus, fairness and clarity of expectations.

The ethos of our school includes a clear vision of the values which matter within the school and in the surrounding community, including the respect for property; honesty; trust and fairness; self-respect and self-discipline.

Our Aims:

* We aim to provide a positive school environment in which effective teaching and learning can take place so that children make good progress.
* We aim to help pupils develop self-discipline in their behaviour and understand their rights and responsibilities within school. We use the language of *choices* and *consequences* so that they understand the direct connection between them.
* We aim to prepare them to become responsible members of the school community and the wider community where they take care of their surroundings and show consideration and respect for others at all times.
* We aim to be a caring community, which fosters respect, honesty, truth and kindness, co-operation and tolerance.
* We aim to provide safe and secure environment where children are encouraged, not discouraged; where mistakes are seen as opportunities for learning; where differences are respected, not ridiculed; where individuals take responsibility for their own actions.
* We aim to develop effective systems for managing, maintaining and encouraging good behaviour.
* We aim to encourage and reward efforts made by the children, whatever their age and ability.

Strategies to achieve our aims:

We are particularly concerned with encouraging good behaviour. We believe that good behaviour needs to be carefully developed; it is too important to be left to chance. We think that young children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. We aim to encourage all pupils to do their best and want to recognise success due to effort and determination. We therefore operate a system of incentives alongside a system of sanctions. These are detailed below.

**At Paramount Academy we…**

* **Consistently reward good work/ behaviour and make an example of it in order to minimize the time spent punishing bad behaviour**
* **Focus on the positives for every child**
* **Let children know they have a second chance by starting each day/ week afresh**
* **Always label the behaviour rather than the child.**

We do this by:

* **Listening to each other respectfully and working together to create a caring, supportive school.**

*So we use talking partners; differing groupings for group-work; conduct regular PHSCE lessons and hold weekly well-being classes; we clap and positively acknowledge pupil responses in class; kindness is acknowledged by placing an apple on the class tree; we have a Prefect system, and a House system; we send letters home regularly to keep parents informed; communicate regularly via the Home/School diary; phone and meet with parents in addition to normal Parent/Teacher consultations; staff have regular INSET training and meet socially.*

* **Involving the pupils themselves in taking responsibility for their own and each other’s behaviour**

*So we have a Prefect system and have Class Monitors; we all negotiate Class Codes of Conduct based on our Golden Rules; we talk about choices and consequences, and have PHSCE and well-being lessons to discuss ideas and feedback ideas and suggestions.*

* **Recognizing achievements and celebrating good behaviour**

*So we award house points or tulip points which the children can use to purchase items on ‘tulip day’; the Head- teacher presents Achievement Certificates (for the academic work, behaviour, attitudes, effort and class involvement) in Whole School assembly; teachers write on display Star of the Day/ Week pupils; positive and encouraging comments are made in end of term reports; we display pupils’ work in the classroom; pupils show good work to other staff or the Head Teacher for commendation; the pupils get positive written feedback in their exercise books; we use stickers and stampers; we have inter-house competitions, and prizes are awarded at end of term assemblies.*

* **Everyone being familiar with the school’s behaviour expectations and policy**

*So we discuss and agree the policy together as a staff; pupils give their input into Class Codes of Conduct; the policy is shared with parents so that everyone understands the expectations and the reasons for them, and the associated consequences for unacceptable and unhelpful behaviour.*

* **Staff setting a good professional example**

*So we have a positive attitude; we create a well-ordered environment with effective classroom management; we are punctual, well-presented, respectful, consistent and fair.*

* **Making Behaviour Education an integral part of the Curriculum.**

*So we use every opportunity to reinforce the benefits of good behaviour; guide and advice pupils to sort out issues and disagreements without resorting to violence and to think about the consequences as their own behaviour; and discuss issues such as relationships, safety, self-esteem and bullying in PHSCE and Well-being.*

Golden Rules

These strategies and approaches are encapsulated in our ‘SMART’ Golden Rules.

*In our school we have agreed that everyone should be SMART:*

* **S** ay ‘please’, ‘thank you’ and ‘sorry’
* **M** ake friends and play safely; be honest and thoughtful
* **A** rrive on time, prepared and ready to learn
	+ **R** espect ourselves and others, and take responsibility for our actions
	+ **T** ry our best

School Code of Conduct

To ensure that we maintain our Golden Rules, children are encouraged to adhere to the following:

HEALTH & SAFETY

* + Jewelry should be limited to a watch and small earrings.
	+ Proper P.E. kit (including suitable footwear) should be worn for P.E lessons.
	+ Children must not throw stones or other missiles.
	+ Chewing gum, sweets, chocolate and fizzy drinks should not be eaten at school.

COURTESY

* Children are encouraged to say ‘excuse me’, ‘please’, ‘thank you’ and ‘sorry’.
* Children must not bully or hurt other children, or use unacceptable language.
* Children should stand to greet a visitor and say ‘good morning’.
* Children should wait until adults and other children have finished speaking before they speak.
* Children should knock before entering a room.
* Children should ask permission before leaving a classroom.
* Children must ask for permission before borrowing items.
* Children should apologise after breaking a Golden Rule or class rule.

Consequences & Sanctions

We encourage the understanding of pupils making choices about their own behaviour and to think about the resulting consequences. Even with a possible behaviour approach it will be necessary to have consequences/ sanctions for unacceptable behaviour choices. These are necessary for two main reasons:

* To make the particular child and others aware of the school/ teacher disapproval of unacceptable behaviour.
* To protect the authority of teachers.

Consequences should:

* be constructive.
* be applied with sensitivity, flexibility and discrimination.
* where possible, be related to the misdemeanor.
* be specific to the culprit and not applied to the whole group.

In an attempt to ensure that consequences are constructive and enforced uniformly we have classified unacceptable behaviour into three levels:

|  |  |
| --- | --- |
| **Description of Behaviour (Level 1)** | **Consequences / Sanctions** |
| Answering back/ cheekiness | A disapproving look/ quiet word/ apology |
| Boisterous behaviour/ off- task/ chatting | A signal/ quiet word/ reminder of CofC |
| Destructing others/ interruptions | Change seating arrangement  |
| Untidy presentation of work | Re-do work in own time/ informal chat |
| Not prepared for school (once or twice) | Warning/note in homework diary |
| Incidents of taking property | Reminder of class & golden rules |
| Homework not done | Note in homework diary/ done in free time |
| Annoying other pupils | Talk with T. / apology given |
|  |  |
| **Description of Behaviour (Level 2)** | **Consequences / Sanctions** |
| Persistence of Band 1 behaviour | Refer to Head / behaviour chart |
| Persistently annoying other pupils/ aggressive | Informal chat with parents/ time out/ behaviour |
| Biting/ kicking/ spitting | Refer to Head / withdrawal of privileges/ time out |
| Refusal to work | Refer to Head / Formal appointment with parents |
| No homework consistently | Talk to parents/ refer to Head |
| Bad language/ rude noises | Time out/ talk with Head/ chat to parents |
| Stealing (intent and persistent) | Talk to parents/ refer to Head |
|  |  |

|  |  |
| --- | --- |
| **Description of Behaviour (Level 3)** | **Consequences / Sanctions** |
| Persistence of Band 2 behaviour | Inform Head / behaviour contract |
| Bullying | Formal chat with Head & parents |
| Continuous refusal to obey instruction | Formal talk with Head / parents informed/ behaviour contract |
| Verbal abuse to staff or peer | Formal meeting with parents and Head/ short suspension |
| Violence/ threatening behaviour to peers or property | Formal meeting with parents and Head /short suspension |
| Major disruption of class activity | Formal appointment with parents & Head / short suspension / behaviour contract |

Repairing & Rebuilding Relationships

Responsible discipline is about resolving conflicts so that the real work of the teacher can be undertaken. It is about developing relationships of trust and respect. It is about changing the onus from control by the teacher of a battleground with winners and losers, into one of the student learning how to take responsibility for their own behaviour.

Essentially, improving behaviour is to do with understanding of the real issues underlying apparent challenges to their authority (e.g. issues of ‘respect’, self-esteem, feelings of failure). It is done by maintaining consistently and openly that the problem is a particular behaviour and that the student has a choice as to how to deal with the conflict, bearing in mind that there will be automatic logical consequences of their choices. Finally, it is about reinforcing the message that the problem is the behaviour, not the child, by taking the opportunity to repair and rebuild relationships as soon as possible, without the child involved feeling disrespected by other students or teachers.

The tactics used in repairing relationships are:

1. The teacher acknowledges the acceptance of the reminder given by positive eye contact, a nod, smile, thank you or thumbs up sign.
2. A private word with the student at the end of the lesson, with a thank you for the change in behaviour.
3. A ‘Time-in’ discussion with the teacher and Head Teacher.
4. Continuing to consistently reinforce routines and norms of behaviour and refer continuously to our agreed school, class and Golden Rules.