



International School

Behaviour Policy (Primary)

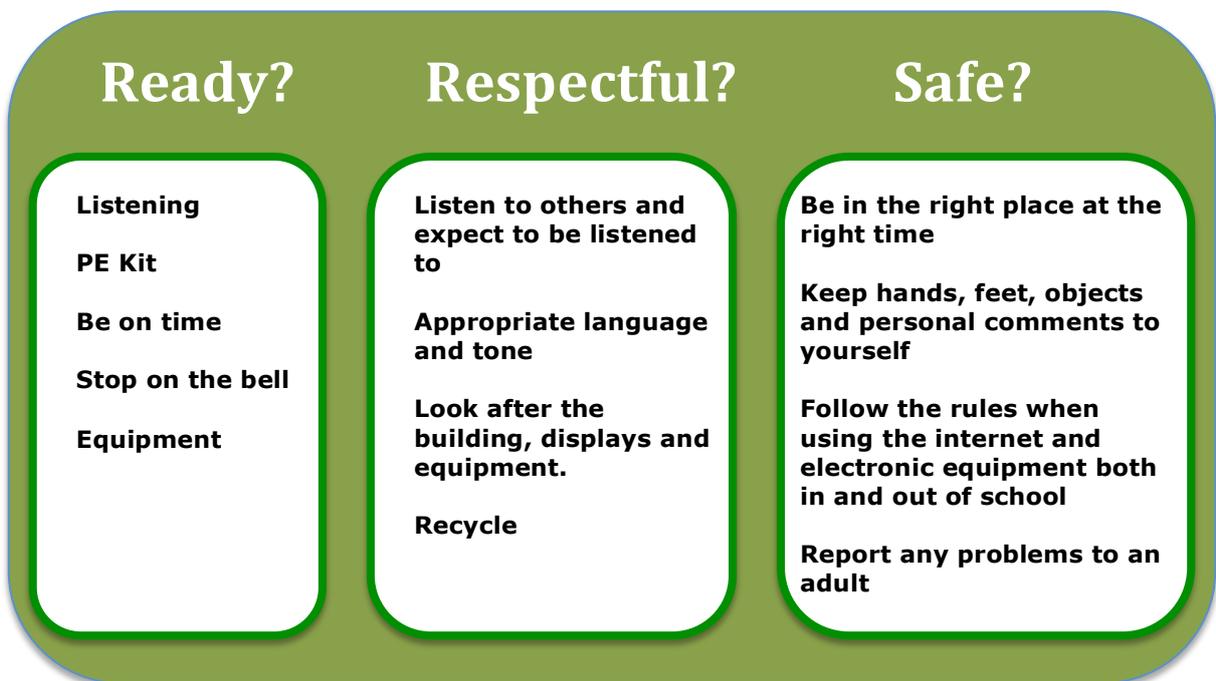
September 2017

Introduction

Park Lane International Primary School seeks to provide a caring and happy atmosphere that promotes the welfare and development of the whole school community and fosters positive relationships between staff, pupils and parents.

This policy exists to support the aims of the school by promoting high standards of integrity and honesty, where each pupil has equal value and equal opportunity.

At Park Lane International School we expect and enable our pupils to be **Ready, Respectful** and **Safe**.



Aims

At Park Lane International School our aim is to create a learning community where:

- we all have the right to learn and work in a safe environment and to be treated fairly with respect;
- we are all responsible for supporting the rights of others and ourselves;
- we should create a climate where everyone can learn and achieve
- rewards and sanctions should be used to help us to take responsibility for our mistakes and support us to make the right choices in future;
- it is our collective responsibility to build confidence among pupils to show empathy and understanding;
- it is our collective responsibility to develop effective social skills among pupils and to enhance emotional well-being;

- we have clear and agreed methods of reporting and responding to incidents of behaviour both positive and negative.

These aims are implemented through the use of rewards and sanctions, which are detailed in this document. In enforcing good behaviour habits, emphasis should always be placed on rewards and not sanctions. This is crucial to the ethos and success of the school.

All staff, including support staff, are responsible for promoting an ethos of mutual respect throughout the whole school.

Rewards

Whole School

Good behaviour is encouraged in a positive and constructive way. We believe that by highlighting and rewarding such behaviour, the pupils will be encouraged to adopt it. All staff should acknowledge the importance of a pupil's self-esteem, and praise good behaviour wherever possible. Pupils should be encouraged to be independent and to take responsibility for their own actions and the consequences of them, both positive and negative. Pupils should also be encouraged to comment positively on each other's achievements.

Verbal feedback to parents is encouraged, especially if there has been a marked improvement in work and behaviour.

All Class teachers and Teaching Partners use all the following rewards on a regular basis

- Praise
- Stickers/Stamps
- Star of the Week Certificates for excellent behaviour, effort or attainment
- Sharing good work
- Prizes awarded annually during the Prize Giving Ceremony for attendance, work ethic and attainment

KS1 and KS2

Class Dojo/House points

Each pupil is assigned a '**House**'. This will be the house that the pupil belongs to from their time at Park Lane. Points are accumulated weekly and totals are announced during the Friday Assembly. A House Trophy is awarded each term.

At Park Lane, house points are recorded electronically using an online system called 'Class Dojo' which should be on every day in class. The Class Dojo is an online reward system found at <https://www.classdojo.com/en-GB/>

Each pupil begins the week without any points. Their goal is to gain **25 points** in order to have **25 minutes of Golden Time** on a **Friday afternoon**.

There are many ways the pupils can earn points and each class should have the following set up on their Class Dojo.

Positive		Needs work	
 1 Excellent Effort	 1 Homework Completed	 1 Perfect Presentation	 1 Ready
 1 Reflective	 1 Resilient	 1 Resourceful	 1 Respectful
 1 Responsible	 1 Risk taking	 1 Safe	 Edit skills

Positive		Needs work	
 0 No Homework	 0 Not ready	 0 Not respectful	 0 Not safe

Ready – ready to learn, starts work straight away, listening, PE kit

Reflective – responds to feedback from the teacher to improve, looks for ways to improve their work, learns from mistakes

Resilient – try and try again even when they find things difficult

Resourceful – knows what resources to use when they get stuck and tries learning in lots of different ways, asks good questions

Respectful – the child works well with others, polite and helpful

Responsible – hands homework in on time, brings the correct equipment to school, helps others to learn, makes the right choices

Risk taking – having a go, not being scared of being wrong

Safe – safe in and around school

Excellent effort – the child demonstrates excellent effort

Perfect presentation – the child takes pride in their work, the work has been presented to a high standard

Homework completed – the child has completed all of their weekly homework

If a pupil has **less than 25 points** than they will have a loss of **golden time (refer to the Golden Time policy)**

Class teachers **should track** any pupils who earn a lot more than 25 points. The class teacher should speak to/email PLT with the **names of the two highest pupils**. PLT will recognise the pupil's achievements. At the end of the term the pupils with the highest points will be rewarded.

Sanctions

Class teachers should always endeavour to create positive working relationships with their pupils. A proactive approach from the Class Teacher is required for pupils who display poor behaviour. Strategies tailored to the individual's needs, will underpin a good working relationship, and such interventions will initially be of an informal nature where a class teacher will encourage, persuade, support and reward a pupil for modifying his/her behaviour.

Pupils who exhibit inappropriate behaviour are made aware that there is a hierarchy of sanctions, and that continued poor behaviour will lead to further interventions. Any incidences that occur at break times should be reported to the class teacher.

There are five stages in the process:

Stage 1 – Reminder – Ready, Respectful and Safe

Stage 2 – Caution - A clear verbal caution delivered privately (where possible) reminding them of the consequences. Using the phrase "This is the second time I have spoken to you, think carefully about your choices"

Teaching staff must endeavor to explain the reasons for the caution and support the child in not repeating the inappropriate behaviour. Parents should only be informed informally if the member of staff feels that it is appropriate to do so.

Stage 3 – Last Chance - 30 second intervention - no discussion. "You have chosen to... that is breaking our rule of being Ready, Respectful and Safe.

Remember when you (insert positive)...That is who I need to see today. Thank you for listening.

Parents should only be informed informally if the member of staff feels that it is appropriate to do so.

Stage 4 – Time Out – 5 minutes of Golden Time lost. A pupil may be sent out to spend time with another class. A pupil may be sent out of class to sit in with the Head of Primary/Deputy Head of Primary if his/her behaviour is disrupting the learning of others. **Golden Time will not be earned back.**

The teaching staff must inform the class teacher of any pupil who has lost Golden Time and details must be recorded in the **Class Behaviour Book**. Class teachers **must inform parents/carers** of any child who has lost Golden Time, sending an email through eSchools (refer to Golden Time policy).

Stage 5 – Repair - During time out - PLT members/Site Leaders will hold **restorative meetings** (What happened? Who was affected? How did this make people feel? How can we put things right? How can we do things differently next time?). This may be done prior to time out if it is an 'extreme' case such as fighting.

If this inappropriate behavior is recurrent then an action plan will be drawn up. The action plan will be set up by the class teacher and the Deputy Head of Primary. Strategies such as missing play times for a set period may be implemented.

When all of the above have failed or the incident is deemed very serious a meeting will be held with the parents/carers to discuss sanctions/strategies to be implemented.

Should poor or inappropriate or unacceptable behavior persists despite the implementations of appropriate strategies as outlined above, the Head of Primary informs the Principal who has the right to permanently exclude a pupil from school.

Break and Lunchtime Supervision

Lunchtimes are supervised by Class Teachers/Teaching Partners. Behaviour is monitored by the teachers on duty who verbally remind pupils of appropriate actions/comments, suggest a 'Time Out' and may remove use of playground equipment privileges. If pupil behaviour is unacceptable this is reported directly to the class teacher or Head of Primary/Deputy Head of Primary who follow the staged approach indicated above.

Monitoring and evaluating the Behaviour Policy

The monitoring and evaluating of the Behaviour Policy is the responsibility of all members of the school community. A high standard of behaviour can only be achieved in the school community if all members adhere to and deliver the agreed strategies discussed above.

Joe Eyles

Head of Primary School

September 2017

Agreed by staff:

Review date 09/18

Name.....

Date.....

Restorative meeting

What happened?

Who was affected?

How did this make people feel?

How can we put things right?

How can we do things differently next time?

Additional Notes

