



# **Behaviour for Learning Policy**

**2018 - 2020**

# BEHAVIOUR POLICY

## **Mission Statement:**

At Tree Tops Primary Academy, we believe it is important to set high expectations for children's behaviour and this document provides a framework for the creation of a happy, safe, secure and orderly environment. Within such an environment everyone can learn and develop as caring and responsible people. It is written for all members of the Academy community to allow each one to understand the policy of the Academy and to apply it consistently and fairly.

## **Aims:**

We expect that all members of the Academy will promote a positive and supportive attitude that shows the respect all adults have for one another as well as for every child. This role models for the children and with families we encourage children to show respect for everyone in our local community.

- Will be well behaved, well-mannered and attentive.
- Will be polite to all pupils, adults and visitors to the school.
- Take responsibility for their own actions and behaviour
- Will care for and take pride in the physical environment of the Academy
- Wear the correct Academy uniform.
- Will move around the building in a safe and sensible manner.
- No one, child or adult will take part in offensive or abusive language that involves swearing, and/or insults about race, gender, sexual orientation or disability.
- The only jewellery allowed is ear studs and / or a watch, both of which must be removed for physical education.

## **Strategies:**

- To ensure the Behaviour Policy is known, supported and followed by all stakeholders, which includes parents, Academy staff and governors. whole Academy community, which includes parents, staff and governors.
- To ensure children understand that it is the behaviour that is unacceptable and not the child.
- Model and teach moral values and attitudes as well as knowledge and skills to promote responsible behaviours, self-discipline, self-respect and respect for other people and property.
- To encourage, recognise and praise pupils for their work and accomplishments.
- To involve parents and carers in early consultation to discuss problems and actions.

## **Encouragement, awards and celebrations**

Encouragement is given at all times to all pupils, by teaching and non-teaching staff, to help pupils to attain these standards. Pupils are also encouraged to value the efforts of their peers, and awards and celebrations are given in recognition of achievement in all areas of academy life. Rewards include:

- Praise and positive encouragement from adults.
- Praise from other pupils in the class.
- The setting / completion of personal targets / goals to raise the standard of work.
- Silver and Gold reward coins.
- Celebration of achievements in assemblies 'Outstanding Book'.

## **Consequences**

All pupils are given the chance to reflect on their behaviour and our school rules; be kind, work hard and expect the best, with adult support where necessary in order to maintain positive learning behaviours. All members of the Academy teaching staff are expected to support children in making the right behaviour choices to avoid any situation that requires an escalated response, after which the Principal Team will decide whether any of the following action is required: a meeting with a pupil individually or with parents.

## **Liaison with Parents**

Parents will be kept informed about their child's behaviour by the Class Teacher, either by verbal communication or telephone. This in itself can be a useful tool for improving behaviour. If a child's behaviour has not met the Academy expectation the class teacher or a member of the Principal Team will invite parents into school to discuss the behaviour and any support the school might be able to offer.

## **Formal Steps to Avoid Exclusion**

Whenever possible we strive to avoid the use of exclusion as a sanction for inappropriate behaviour. We have therefore devised this policy, where a fixed term of exclusion is only used after the implementation of alternative strategies. In most cases, pupils respond positively well in advance of the fixed term exclusion stage. The academy involves parents as partners in finding ways of additional support to help their child to be a full and useful member of the academy community. Knowing that academy and parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour.

## **Bullying**

Bullying incidents are dealt with in a separate policy.

## **Special Circumstances**

Some children may have such serious problems that the above measures are inappropriate; in these circumstances advice is sought and appropriate action taken from Behavioural Support Services and/or other agencies/groups.

## **Home / Academy Agreement**

This behaviour plan is supported by a home / Academy agreement signed by all parents, pupils and staff issued at the start of each academic year.

**Lunchtimes & Playground Behaviour**

Expectations of behaviour is the same at these times. Learning Support Assistants (LSAs) will be kept informed of any special arrangements for individual pupil (by the Class Teacher or other appropriate Senior Staff).

**Equal Opportunities / Inclusion Statement**

This policy is written to take account of the needs and responsibilities of all pupils regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

**Review**

This policy is subject to review every two academic years or sooner should there be a change in practice.

