

The Priory Primary Academy Trust  
**Pupil Behaviour Policy**



January 2012  
Reviewed annually by the governing body

### **Introduction**

The law requires schools to have a behaviour policy and Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our school is a community of governors, teachers, learning support assistants, midday assistants and caretaker, parents and pupils. We believe a community functions best if there is a mutual respect between all members and an agreed code of conduct which provides the background against which all activities take place. Therefore, we aim to provide a happy, safe environment in which our pupils will thrive and make good progress academically, creatively, physically, socially and morally.

The aims and principles of the policy embody those of “Every Child Matters”

The aim of this policy is to create an environment conducive to achievement by:

- enabling everyone to know what is expected of them, by determining the boundaries of acceptable and unacceptable behaviour
- communicating clearly the procedures which will come into force if behaviour is deemed unacceptable and the hierarchy of rewards and sanctions
- promoting safety
- raising self esteem
- promoting consideration and respect for others and the environment.

### **Principles**

The Academy will:

- have a whole school approach to pupil discipline to ensure consistency
- involve pupils in the creation and annual review of its code of conduct
- have high expectations of behaviour from all pupils
- set good examples to pupils in the way adults treat them and other adults
- set good habits early with high expectation of cooperative behaviour from the start
- provide an environment conducive to on-task behaviour
- empower staff to determine and request appropriate behaviour from everyone
- minimise uncertainty and disruption in lessons
- intervene promptly where there is poor behaviour so it is clear that it will not be tolerated
- involve parents in the process by communicating policy and expectations and ensure their support through a home school agreement
- create a positive partnership with parents to encourage their support when dealing with the difficult issue of unacceptable behaviour
- make positive recognition of individual pupils or group achievements in good and improved behaviour through mentions in assembly and merit awards
- attempt to identify and address any underlying causes of poor behaviour
- avoid humiliating pupils and deal discretely with poor behaviour
- focus any criticism on the behaviour not the child
- ensure that pupils are given opportunities to put things right.

## **Curriculum**

Poor behaviour blights the learning and, so possibly, the life-chances of other pupils. At The Priory Primary Academy, we believe that an appropriately structured curriculum and effective learning contribute to good behaviour. As part of this, we use the SEAL resource (Social, Emotional Aspects of Learning) as part of the taught curriculum to help all our children develop into responsible citizens. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Marking and record keeping provide feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

As a matter of course, staff model good behaviour on a daily basis around the School, at work and play and in assembly.

## **Reward system**

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, we believe that others will be encouraged to act similarly. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the Academy, so that positive behaviour is instantly recognised and positively rewarded.

A reward system, (for example stickers, thumbs up points, smiley faces), exists in each class to promote self discipline in our children and encourage them to be hardworking members of the community.

Special achievements, both inside and outside school, are recognised in weekly assemblies. There is a house system in school to which each child belongs and house points are awarded on the basis of merit across the curriculum and in all aspects of Academy life. The Deputy Head Teacher maintains a Golden Book which records the total number of house points achieved each week. The Daley-Franks shield is awarded to the winning house each term.

An annual prize giving takes place towards the end of each academic year where good behaviour and citizenship, as well as academic achievement, effort and improvement is recognised.

The Academy pays attention to those children who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. We believe that striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

## **School code of conduct**

The Academy has high expectations of good behaviour. There are many occasions to reinforce this naturally during the course of a normal school day. Occasionally, the Academy may use assembly time as an opportunity to discuss particular aspects of behaviour in the Academy. The Academy code of conduct is displayed in each classroom and is as follows:

- be polite and kind to each other and all adults in school
- respect school and other people's property and keep the School and equipment tidy
- move around the School building and grounds quietly and safely
- respond quickly and appropriately to requests and instructions.
- complete all work to the best of your ability.

Our code of conduct is deliberately positive to promote good self discipline among our pupils and to deter undesirable behaviour.