



The Ferns Primary Academy

Behaviour / Discipline Policy

Policy Document Control Sheet: Key Staff lead The Ferns Primary Academy Danielle Braodbent Portfolio Governor lead: Michael Goddard Status: Agreed and adopted			
Date	Process	Name	Status
20/06/12	Rebranded for The Ferns Primary Academy		
Sept 2012	Drafted	Northern Education Trust	
Sept 2012	Approved by Stakeholders	Northern Education Trust	
20/02/13	Adopted by Governors	Full Meeting	Working document
February 2015	Reviewed February 2015	Gov meeting	Working document
Sept 2016	Reviewed		
March 2017	Reviewed		
May 2017	Approved by Governors	Full Meeting	
	Signed	Chair Of Governors	
From this date:	To be reviewed annually and displayed on school website.		

Introduction

At The Ferns Primary Academy School we believe that all our pupils have the right to a harmonious and productive educational environment where behaviour of all pupils is conducive to learning. This policy is implemented in partnership with the school's Anti – Bullying Policy and PSHE Policy.

Aims

- To develop a secure and well ordered environment in which effective learning can take place and in which there is a mutual respect between adults and children.
- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions.
- To promote and sustain 'The One Academy Rule'.

Strategies

- To develop caring and friendly relationships between all children and adults creating a sense of community.
- To value the achievements of every child and to use the schools positive discipline procedure to recognise, praise and encourage the child's achievements
- To develop a climate of trust and understanding between parents, teachers and children and to develop a commitment to the aims of the school.
- To develop community responsibility and self discipline fostered by allowing children in the decision and activities of the school.
- Ensure pupils are aware of and are invested in 'The One Academy Rule'.
- To help pupils make the right choices and not to succumb to peer pressure.
- To foster by example the values we as a school believe in.
- To ensure that British Values and the SMSC curriculum objectives are delivered and promoted via The Ferns Primary Academy's personalised curriculum maps and jigsaws.

The Role of the Principal/ Head Of School

The Principal/Head of School is responsible for promoting good behaviour and discipline in line with the governing body's general principles.

The Principal/Head of School should ensure that staff, pupils and parents are aware of the school's policy for discipline, anti-bullying and of the school's behaviour code.

The One Academy Rule

Every student and adult is expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times.

Good To Be Green Behaviour System And Team Points

The Good To Be green system is a positive reinforcement behaviour system that promotes children making the correct choices but gives a visual indication of unacceptable behaviour.

Children begin the week with a green card on display. Negative behaviour incurs a warning then a yellow card. Violent behaviour incurs a red card. A red card removes all of Friday's golden time and needs to be logged in behaviour log.

Each yellow card removes 5 mins Golden Time.

Excellent behaviour can move a child onto a gold card and if they remain gold all week they get a gold sticker instead of a green on Friday. Children on gold can drop back to green then down to yellow (if behaviour deteriorates) as the week progresses.

Children on yellow / red cards start a new day back on green. Children on gold remain on gold until the end of the week unless their behaviour declines.

At the end of every term, children who have accrued 2 or more red cards will miss out on Team Treat – a rewards day for all pupils who have earned 'team points' throughout the term.

Every child in the school is assigned to one of four teams: Willow, Oak, Sycamore or Beech. By displaying positive behaviour, displaying new achievements, being helpful and good role models, children will earn team points. Team points are calculated and tallied in assembly each week. At the end of each term, the winning team will have an additional reward.

Good to be Green Behaviour system **Stages of Behaviour**

Stage 1 - Children making mistakes and testing boundaries e.g. calling out, making silly noises, pushing etc.

Action Class teacher to deal with using good to be green system (a look)
If this behaviour continues the child has a warning of a yellow card. Behaviour continues a yellow card is issued.
Child changes this on the class chart. This remains here until the end of the da. The card goes back to green the following day.

Stage 2 - Deliberate disregard for school rules e.g. stopping others from working, silly behaviour

Action verbal warning - if this continues a yellow car is issued(as above)

Stage 3 - Disregard for class/school rules e.g. fighting at playtime, hurting others, verbal abuse to other adults.

Action This is an immediate red card and a member of the SLT informed – new green card is given at the beginning of the next day

Stage 4 - Aggressive, disrespectful behaviour towards teachers/adults in school e.g. refusing to follow dinner ladies instructions/swearing at teachers

Action Red card - Involve Principal / SLT and parents. Sanctions agreed and where needed behaviour plan put in place

Red card/s within one week the whole of golden time is lost

Yellow cards within on week- each yellow card 5 minutes of gold time is lost

Where yellow cards are consistently been given SLT or Family Liaison Officer must be informed.

If a child has received two or more red cards in one term the child will miss Team Treat



Children with exceptional behaviour move up to gold. They remain on gold until their behaviour declines or it is Friday 3:20pm.

If children are still gold on Friday afternoon they receive full golden time and a golden sticker and move back to green ready for Monday.



START HERE: All pupils begin the week on a green card.

If children avoid yellow or red cards all week they achieve full golden time and a green sticker.



If behaviour declines and children do not improve after a warning they receive a yellow card but return to green at 3:20pm ready for the next day.

Children lose 5 minutes golden time per yellow card.



Red cards are received for violent behaviour. Incidents must be logged.

All golden time is lost.
2 red cards per term loses Team Treat.

Positive Strategies

Classroom practice and curriculum will be positively used as a vehicle for raising awareness and understanding of acceptable behaviour.

- We will teach children to work and play co-operatively.
- We will teach about cause and effect and rights and responsibilities.
- We will encourage the children to examine their behaviour to see if it is proactive.
- We will ensure children are clear on the British Values and how they make them better citizens.
- We will model 'The One Academy Rule' and lead by example.
- We will follow the 'Good To be Green' system.
- We will reward pupils with team points.
- We will have a weekly Celebration Assembly.

Pupils are aware of the policy because:

- We adapt our curriculum to encompass SMSC and British Values.
- We regularly use assemblies to communicate our message.
- We provide purposeful activities outside the classroom environment, e.g. play equipment at break times.
- We have clear, consistent and positive rules.
- We promote positive behaviour.
- We host regular events such as British Week and Online Safety Day.
- We implement interventions wherever possible.

Specific Action

- The school will keep adequate records of poor behaviour using the behaviour logs.
- All staff must use 'Good to be Green' behaviour system.
- Family Liaison Officer and Pastoral Care HLTA act as a point of contact or support for pupils who struggle to manage their behaviour.
- The school will work with parents to establish joint strategies for behaviour modifications if required.
- The SENCo will liaise with the class teachers and parents to gain advice from Bolton's Behaviour Support team via an Early Help Form.

Expectations of Children

1. Aim to do your best at all times - in your work and your behaviour.
2. Always follow instructions - from your class teacher, teachers in school and other adults responsible for your care.
3. Care for other people - show respect for other adults and children in school, their views and opinions, their property and possessions.

What Can Children Expect From Their Teacher

1. The teacher is firm, fair and consistent with high expectations.
2. That the teacher respects you and your opinions.

3. The teacher sets clear boundaries and explain these clearly and support them positively.
4. The teacher knows your educational needs and provides for them.
5. The teacher provides a safe and secure environment.

Partnership With Parents

Parents want to be involved in the way their children are behaving in school. They need to be kept fully informed of their progress, when they have done well in school and if there are any concerns. They need to be involved at an early stage but need to be told about positive behaviour as well as any concerns. This can be achieved through the use of the home contact book, home school agreements, and parents meetings.

