



PARKSIDE

Community Primary School

WHOLE SCHOOL BEHAVIOUR POLICY

Links to:	Physical Intervention Policy Exclusion Policy
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Rationale

It is a primary aim that every member of our school community feels they are valued, respected, kept safe and treated fairly and well. Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

We aim to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.
- Access the full range of learning opportunities in a calm, positive environment.
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual.

What are the principals of our Behaviour Policy?

- To raise pupils' self-esteem.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To develop an awareness of and adherence to appropriate behaviour.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.

Our 5 Golden Rules

1. We will respect and value every member of our community and welcome every visitor.
2. We will take ownership for our learning and be responsible for our own choices.

3. We will try our best in everything we do and allow others to do the same.
4. We will keep ourselves and others safe and move safely around the school.
5. We will respect the school environment and learning resources.

How do we implement our Behaviour policy?

1. School Ethos
2. School Values
3. Expectations of the school community
4. Curriculum
5. School Systems
6. Rewards
7. Sanctions
8. Support Systems for Individual Pupil Need
9. Support Systems for Staff
10. Support Systems for Parents/Carers

School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community.

School Values

Resilience

Effort

Aspiration

Courtesy

Honesty

Expectations of the school community

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations for pupils and adults
To be consistent in dealing with pupils	To listen to others and respect their opinions	To listen to others and respect their opinions
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To ensure that pupils come to school regularly, on time with the appropriate equipment
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	
To encourage regular communication between home and school		To provide the school with an emergency contact number
To be tolerant of others, irrespective of race, gender, religion, age, ability/disability or sexuality		

Curriculum

At this school, we teach pupils our behaviour principles through our curriculum. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. 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. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter poor learning and anti-social behaviours. Incentive schemes are in place to recognise attendance and achievements.

All classes will have a reward chart which will have 5 possible steps. A child demonstrating acceptable behaviour will be placed on Step 3 Green. Children can be moved up to Step 4 Silver or Step 5 Gold for good or outstanding work or behaviour or down to Step 2 Orange or Step 1 Red for unacceptable behaviour.

Step 1	Step 2	Step 3	Step 4	Step 5
Red	Orange	Green	Silver	Gold



We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways including:

- Verbal praise
- Additional class reward systems such as Golden Time or Star of the day
- Stickers, Certificates, House points, Trophies and raffle tickets
- Special privileges
- Golden assembly – a regular achievement assembly held weekly to celebrate effort and progress
- Informing parents/carers at home time
- Letters or phone calls home to parents/carers

Consequences

The use of consequences will be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.
- The type and level of sanction should have a consistency so that the sanction is seen to be fair
- Discussions with Parents/Carers will only include their child. Other children that may be involved will not be discussed other than with their own parents.

How we Respond to Inappropriate Behaviour

Sanctions should be fair and consistent and should follow the school's behaviour systems during class time and playtimes. This is a guide and professional judgement should underpin every decision made about individual incidents.

Classroom Consequences

Consequences	Behaviours	Follow-up
1) Reminder 2) Warning 3) Thinking Time 4) Moved to orange on the behaviour chart	Disturbing other's learning Calling out Walking around the classroom Not being on task Making silly noises Squabbling during group activities Defacing school property Answering back Lack of respect Refusal to comply Inappropriate language	Teacher may speak to parent/carer if there are unusual behaviour patterns.
4) Moved to red on the behaviour chart	Showing continuous behaviour as before. <i>This should not be done instantly but only as a result of continual poor behaviour (as above).</i>	Parent informed by Class Teacher.
5) Seen by member of SLT	Showing continuous behaviour as before. OR A serious incident has occurred, such as: Inappropriate language towards another person Fighting Deliberate vandalism Biting Racism / Prejudice Premeditated violence Stealing Bullying Physical violence	SLT to contact parent via phone call. Adult who has dealt with the serious incident must record this on My Concern. Racist comments must be recorded on a 'Racial Incident' form, as well as My Concern. This is then logged under 'Report Racial and Bullying Incident' online by a member of SLT. Incidents involving racism, bullying and premeditated violence will be referred straight to the Acting Headteacher, or a member of SLT.
6) Acting Headteacher to interview child and Parent/Carer	Racism, bullying and premeditated violence.	Agreed outcome and next steps. Internal, fixed term or permanent exclusion may result at this stage.

Playtime Consequences

Consequences	Behaviours	Follow-up
5 minute reflection time with an adult (after warnings given as appropriate).	Rough play/play fighting Throwing stones/objects Inappropriate language Unkindness Defacing school property Answering back Lack of respect Refusal to comply	Child to stand with adult on the playground.
5 minute thinking time in club room	Showing continuous behaviour as before after reflection time. Longer/repeated periods of time should not be given instantly but only as a result of continual poor behaviour (as above).	Adult on duty to radio club room to say a child is on their way and reason Name of child and reason for thinking time logged
Sent to SLT	Children are sent <u>straight</u> to SLT for the following serious behaviours: Inappropriate language towards another person Spitting at another person Fighting Deliberate vandalism Biting Racism / Prejudice Premeditated violence Stealing Bullying Physical violence	Parent contacted by member of SLT. Agreed outcome and next steps. Log on My Concern. Child put on behaviour report for one week.
Acting Headteacher to interview child and Parent/Carer	Incidents involving racism, bullying and premeditated violence will be referred straight to Acting Headteacher.	Agreed outcome and next steps. Internal, fixed term or permanent exclusion may result at this stage.

Support systems for Individual Pupil Need

If there is a persistent problem the Wellbeing Manager, SENCO and class teacher will draw up an Individual Improvement Programme which may be a Pastoral Support Programme to support the pupil in partnership with parents. Usually this will include support from the Learning Support team. All staff will be informed of this. This will give a consistent approach throughout the school day. If the problem continues, the school will work together with outside agencies to seek solutions to support the pupil e.g. behaviour management strategies, mentoring, counselling, and other appropriate therapies.

Behaviour and Inclusion

Whilst we endeavour to have a whole-school approach to behaviour expectations, we understand that not all children are the same. As an inclusive school, we aim to instil the ethos of respect, trust, care, quality and value for all, regardless of any additional needs. However, for some children, they may require further support in order to follow this ethos. Where a child has a social or emotional difficulty, the behaviour policy may be adapted to take this into account. The overall expectations remain the same but the way in which we enable a child to achieve this may be slightly different. In these cases, children will be given an Individual Provision Map or a Pastoral Support Plan, which will be created in liaison with parents/carers. These plans will be reviewed on a regular basis by the Wellbeing Manager, child and parent/carer.

Exclusion

(See Appendix 1)

A pupil should only be excluded when he/she has breached the school's behaviour policy seriously or persistently, and where allowing him/her to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents will be notified of the reason for any exclusion. Before a child is readmitted to school, a meeting between the parents or carer and the Acting Headteacher (or delegated member of the SLT) will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is not repeated. A written record will be made of the discussion, and commitments to the agreed plan, by both the parents and the school. This may form a Pastoral Support Plan. One copy of the agreement will be kept as part of the school's records and another sent to the parent. Close contact between school/home will be maintained to support this plan. If a child continues to breach the Code of Conduct, the subsequent exclusions will be for a longer period and may lead to permanent exclusion.

A very serious incident may result in the normal procedure being abandoned and a child being taken home straight away.

Inappropriate Items

School staff can search pupils for any item and have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that pupils may have a prohibited item. This will be conducted with two members of staff in an appropriate place, thus ensuring privacy and dignity for all concerned. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks. We follow the advice and statutory

guidance in the DfE document 'Searching, screening and confiscation 2014' for all procedures.

Should a pupil bring an item that is considered to be a risk to the safety of others i.e. a knife, they will automatically be excluded for a minimum of 3 days. In addition, other authorities may be contacted.

Power to use reasonable force

Members of school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. When considering individual circumstance, staff will reflect on – the pupil's behaviour and level of risk presented at the time of the incident, degree of force used, effect on the pupil or member of staff and the child's age.

Before using reasonable force, school staff will always give a clear verbal instruction to 'stop'. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

The DfE document 'Use of reasonable force 2013' sets out clear guidance and should be read in conjunction with this policy. On the rare occasion where reasonable force is used, this will always be recorded by the adult and any other adult witnesses to the incident. Parents will be contacted and informed of the serious breach to this policy and support strategies will be put in place. Refer to the Physical Intervention policy for more information.

When a child leaves the classroom without permission

As soon as a child leaves the classroom, inform one of the Learning Support team, SENCO or a member of SLT. Should a child not return to class after a break time, follow the same procedure. The child will then be located and encouraged to return to the building, class or Learning Support room as appropriate. Should the child choose not to return, parents are contacted. Children will only be allowed to access the Learning Support room if it is detailed on their IPP or PSP. If a child leaves the school grounds and cannot be located immediately, the police will be called and then parents will be contacted.

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the Wellbeing Manager or Acting Headteacher for support and advice.

Support Systems for parents/carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Learning Support

The Learning Support team is an additional provision providing a caring and nurturing environment for those pupils who require additional help and support to reduce barriers to learning.

Pupils with specific needs may receive teaching in Numeracy, Literacy and social and emotional skills individually or in small tutorial groups. Some pupils receive long-term extra support and teaching, on a one-to-one basis in the unit. Other pupils may work with the Learning Support team for a shorter period of time e.g. for Lego Therapy, Drawing and Talking, following illness or other challenging circumstances. The Learning Support team will also make provision for internal exclusions. They will also provide a safe haven for those more sensitive pupils in school who find break and lunch times very stressful due to the increased noise and movement in these less structured times of the day.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This document is freely available to the entire school community and is available on our website.

This policy is reviewed annually

Review date – September 2018

Next Review Date – September 2019

Signed

Chair of Governors

Date.....

Appendix I – Exclusion

SUMMARY OF EXCLUSION PROCEDURES

Permanent Exclusions

When a pupil is permanently excluded the Head Teacher will:

- inform the pupil's parents immediately of the exclusion, the reasons for it and the parents right to make written and oral representations to the Governing Body and the LA;
- make arrangements on behalf of the Governing Body for an exclusion meeting to be held within 15 school days;
- contact the Exclusions officer to arrange a date when he/she can attend;
- send to the Exclusions officer a copy of the letter(s) sent to parents and a copy of completed form X1;
- continue to provide work for the pupil and to monitor progress.

If, at the exclusion meeting, the Governors decide to reinstate the pupil, it is for the school to notify the parents. If the Governors decide that the exclusion should stand, the LA will inform the parents explaining the Governors' decision and the LA's reasons either for directing the school to reinstate the pupil or for supporting the Governors' decision to exclude. The parents and the Governors both have the right to appeal. The pupil's name will remain on the school roll until the appeals procedure is completed, or until the time for appeal has expired without an appeal being lodged, or earlier if the parents give notice in writing that they accept the exclusion.

Fixed Term Exclusions

Fixed term exclusions are limited to a maximum of 45 days in a school year for any pupil. The Head Teacher has a duty to inform, without delay, the parents of the exclusion and the reason for it. Notification should be in writing following oral notification if this is appropriate. The Head must inform the parents that they may make representations about the exclusion to the Governing Body and/or the LA. The Head Teacher must inform the LA of the exclusion by completing form X1. The Governing Body should also be made aware of all exclusions. If the parents give notice that they wish to make representations the Governing Body should arrange to meet them as soon as possible. Parents should have the opportunity to make written and oral representations and may be accompanied by someone of their choice to assist them at the meeting. Care should be taken to ensure that this meeting is not confused with the formal appeal following a permanent exclusion. The decision of the meeting and the reasons for it should be conveyed to the parents without hesitation. It may not be possible to arrange a meeting before the end of the exclusion period but parents may, nevertheless, find it valuable. Following the meeting, a report card will be given (see appendix 7 as examples) to monitor the behaviour for the following week by SLT and praise where appropriate.

Internal Exclusions

An internal exclusion is the severest school-based sanction, without actually excluding the child. A standard letter is sent to the parents informing them of the decision to internally exclude, citing the reasons. The child should be delivered to the school office in the morning and collected from there at the end of the day. They will not be permitted to spend any time with their peers during that time, including the lunch period. A member of the SLT will monitor the child throughout the day during which they will be expected to complete work.