



Parkside Community Primary School and Nursery

Positive Behaviour Management Policy

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation at School
- The Equality Act 2010
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School

It is also based on the Special Educational Needs and Disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their Behaviour Policy online

This behaviour policy is to be read in conjunction with the following Parkside Community Primary School Policies:

- Anti-Bullying Policy
- Child Protection Policy
- Safeguarding Policy
- Online Safety Policy
- SEND Policy
- Single Equality Scheme
- Teaching and Learning Policy

Introduction

Without an orderly atmosphere, effective teaching and learning cannot take place. Good behaviour and appropriate discipline is of the utmost importance at Parkside Community Primary School. The Parkside REACH values that reinforce this include: respect for ourselves, others and property and for honesty, trust and fairness. Children are taught that as they grow up they take on duties and responsibilities in the community that go hand in hand with their rights.

This policy explains how we can work together to support children in achieving high standards of behaviour. We believe that it is important for all the adults in a child's life to be consistent, firm and fair in their responses to behaviour and expectations of children, and we endeavour to fulfil this at Parkside Community Primary School. We wish to provide a healthy and safe environment.

Parkside Community Primary School have developed the mantra GREAT to support promoting high and consistent expectations across the school. Each class will display the posters (Appendix 1) and create a class charter appropriate to the children's age.

Parkside Community Primary School encourages parents and carers to share in the responsibility of the school as a community and be fully informed if there are any problems.

Aims

The aim of this policy is to ultimately enable all children to have full access to a broad and balanced, relevant and stimulating curriculum regardless of their emotional development and any behavioural difficulties.

The overriding task is to provide all children with skills, knowledge and a positive mind-set in order to manage their behaviour in a range of social situations through high expectations, clearly defined rules and processes and an emphasis on personalised interventions for those in need of support.

At Parkside Community Primary School we aim to:

- Promote mutual respect within the school community
- Promote a safe, caring and happy school
- Ensure that incidents are handled by all staff (teachers and support staff) in a consistent, firm and fair manner
- Encourage and praise good behaviour towards each other and adults
- Secure consistently high standards of behaviour and language throughout the school
- Combat bullying, racism and any other forms of prejudice as soon as it is reported
- Promote tolerance and appreciation of other's differences
- Use restorative approaches to support and guide our children to make the right choices
- Provide nurture and support to break down barriers to learning

Parkside Community Primary School aims to enable individual children to develop inner controls so that in time they learn self-control, establish feelings of worth and self-respect and are motivated towards improved behaviour.

Underlying Principles

A major factor of good behaviour and positive ethos is the quality of the relationships between the staff and the children. This needs to be based on honesty, mutual respect and recognised good professional practice.

A well structured environment is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour are well defined. Children need to be aware of what is expected of them. Problems will occur where expectations of behaviour are unrealistic or inconsistent or insensitive methods of control are used. Good professional practice would recognise that often misbehaviour by children stems from a failure by adults to be sufficiently receptive to the needs and problems of the child rather than from a wilful defiance of authority.

It is essential that children should be consulted and their wishes and feelings ascertained in matters concerning them. Good order is much more likely to be achieved when children are routinely involved in decision making about their education. It is essential that staff should be aware of their importance as role models for the children in their care. Staff should set high standards by their own behaviour.

How do we encourage good behaviour?

1. By setting positive expectations in class and throughout the school through discussion with the children, and by displaying the rules for everyone to see.
2. By developing positive relationships with parents and children, built on trust and mutual respect.
3. By using children's work and behaviour as positive role models at sharing times and through the PSHCE (Personal, Social, Health, Citizenship Education)
4. By running programmes of interventions (eg social skills, anger management etc) and alternative activities during break for those children who find social and unstructured times more challenging.
5. By sharing children's positive behaviour and attitudes to work in our regular Celebration Assemblies.
6. By giving plenty of praise where it is due, for good work and behaviour.
7. By giving, on balance, more positive than negative feedback to the children in our care.
8. By keeping parents and carers informed about good behaviour, particularly where there has been an improvement.
9. By balancing any negative feedback to be given to parents and carers with at least 3 positive points, beginning the feedback with the positive.
10. By recognising sustained good behaviour and improvements in behaviour.
11. By recognising good work and significant improvements in class, around school, in the playground and in the dining hall.
12. By all adults in school acting as good role models through their own behaviour and interaction with others.
13. By staff keeping records in order to track patterns or issues in order to support the child in changing poor behaviour.

Rewards

In order to maintain good behaviour and to motivate children to behave well and attend school regularly they need a clear, visual structure to follow. This enables our children to develop independence and encourages them to develop resilience and the ability to self-regulate their behaviour, whilst at the same time aspiring to be the best they can be. We adopt a stepped colour system.

Gold

If a child has shown outstanding behaviour and learning including the REACH values, their name will be published at the end of the day in the "Golden Book" (in each class) and celebrated in assembly. Children will be awarded three stickers on their merit card if they end the day on "Gold".

Silver

If children show excellent effort and behaviour for learning, they can move to silver which would lead to being awarded two stickers on their merit card if they end the day on "Silver".

Green

All children begin on green and their names are placed on the green. This signifies good behaviour and learning. Children will be awarded 1 sticker on their merit card if they end the day on "Green".

The following also applies:

- Once their Merit card is completed it will be placed in a tombola style reward box.
- At the end of each week class teachers will draw out the winning merit card. The winning child will choose a prize from the reward box.

- At the end of Term 2, 4 and 6 there will be a non-school uniform day for the winning team.
- Also, at the end of Term 2, 4 and 6, there will be a Merit Card draw during Key Stage Celebration Assemblies for each team colour. The winners in each Key Stage will receive a prize.
- Merit points – given to children to reward good behaviour, being polite, effort in school work etc.
- Awarding the House Cup at the end of the year to the House which has amassed the largest number of merit points.
- Weekly Celebration Assembly where children’s behaviour for learning and good work is rewarded with a certificate.
- School Value of the week certificates are awarded to children displaying Parkside Values.
- Postcards will be sent home to families of children who have been recognised for outstanding behaviour for learning and whose names have been published in the Golden Book.
- Weekly class award Attendance and Punctuality Certificates.
- The highest class attendance/punctuality is recognised every week with the presentation of Attendance Ted and Punctuality Pup
- Attendance certificates are awarded at the end of every term
- Mathematician of the Week Award
- Writer of the Week Award with children’s work being showcased on the Star Writer boards in EY, KS1, LKS2 and UKS2
- Other achievements are celebrated in class such as swimming achievements, trophies/medals won outside of school etc.

Sanctions

We recognise that some form of sanction will be necessary for behaviour that disrupts learning. Where sanctions are felt to be necessary, good professional practice indicates that these should be immediate, relevant and, above all, just. It needs to be evident that Restorative Approaches have been used prior to any sanctions.

In Early Years Foundation Stage (EYFS) the following procedure will take place as and when necessary:

Orange

If a child does not follow the established class rules they are asked to move their name onto orange. If the behaviour improves, the child can move their name back up to green.

Red

If a child who is already on orange persists with negative behaviour which impacts on theirs, and others’ learning they are moved to red. This will result in a 3 minute time out to reflect on their behaviour. Once the time is completed the adult will discuss how to change behaviour. If negative behaviours persist then they will be sent to a partner class for 5 minutes. If a child continues to disrupt learning on return from their partner class, a 10 minute detention will be given.

If a detention is given the child will remain in class with a member of EYFS (Early Years Foundation Stage) staff and a restorative discussion and reflection will take place on how they can make the right choices. If a child receives three or more detentions in a week a letter will be sent home to inform the parents and a meeting maybe requested with the class teacher.

In KS1 and KS2 the following procedure will take place as and when necessary:

Orange

If a child does not follow the established class rules they are asked to move their name onto orange. If the behaviour improves, the child can move their name back up to green.

Red

If a child who is already on orange persists with negative behaviour which impacts on theirs, and others' learning they are moved to red. If this continues they will be sent to the partner class for 10 minutes. If a child continues to disrupt learning on return from their partner class, a 15 minute detention will be issued by the class teacher at the start of break or lunch.

If a child is given a detention, time is spent with the teacher completing a restorative session reflecting on how they could have changed their behaviour. If a child receives 3 or more detentions in a week a letter will be sent home to inform the parents and a meeting may be requested with the class teacher.

Monitoring of Behaviour

In order to monitor behaviour, any child's name who has been exited to the partner class is recorded in the red class behaviour book. This will be monitored and may prompt a meeting with Class Teacher and parents/carers. If a child's name is in the red behaviour book more than three times in a week and the class teacher has already discussed this with the parents/carers, a further meeting will be necessary. The class teacher and the SENCo will review regularly with the parent if necessary and ensure appropriate support is put in place i.e. Does the child need support in unstructured times or a personalised behaviour support plan? (Appendix 1) Does the child need extra intervention to meet their needs? Class teacher will liaise with the SENCo if necessary. If the behaviour continues, a risk assessment may be written (Appendix 2) and the case will be referred to SLT (Senior Leadership Team) for further review and consideration and parents/carers will be expected to attend a further meeting to discuss provision.

If there is a serious incident, (Appendix 3) the child moves directly to red and the matter will be dealt with by SLT.

On the Playground

Playtimes and lunchtimes lack the classroom formality and structure. Children have to be more reliant on their own social skills and self-discipline. They need opportunities to develop correct attitudes and qualities, and suitable strategies to cope with conflict. Adults on duty should be proactive, praising and encouraging children who are engaged positively and use restorative approach when necessary. The following Rewards are available;

Active Play, Lunchtime Clubs, Positive Praise and Play Leaders.

However, for those children who have had an incident, the following should apply:

1. Restorative Conversation
2. Verbal Warning
3. RESTRICTION - to another part of the playground
4. TIME OUT –child has to sit on the bench for 5 minutes in order to reflect on their actions
5. REPORT to the member of staff on detention duty

For a serious incident where the above strategies have not worked to change behaviour, the child's name will be moved to the Red when the child goes back into class after break or lunchtime.

Persistent, disruptive behaviour on the playground will result in the following:

1. DIRECTED TIME – to different lunchtime clubs up to three weeks under supervision
2. FIXED WITHDRAWAL – Lunchtime spent with SLT/ Learning Mentor
3. SUPERVISION – Parents/Carers asked to come in and supervise their child at lunchtime

All staff keep clear records of any issues that may occur. If consistent disruptive behaviour impacts negatively on the learning or playtime of others, individual children are discussed and strategies will be put in place consultation with the leadership team. If it is considered necessary, Parents/Carers will be informed and invited to discuss the situation with the Department Leader. A record of behaviour and the subsequent action taken will be kept. Parents/Carers will be kept informed about their child's behaviour.

Exclusion

In very rare circumstances it may be necessary to exclude a child who has displayed dangerous behaviour, persistent poor behaviour, or who continually challenges authority in school. In this circumstance KCC procedures will be followed. On a child's return to school, the Head of School will conduct a reintegration meeting and a Pastoral Support Plan may be written in consultation with the child and parents and carers (Appendix 4).

Outside Agencies

Any concerns about a child should be discussed with the SENCo. There are times when the advice of outside agencies will be required. This will result from discussion between the class teacher, SENCo, Interim Executive Headteacher and Head of School or from discussion at the LIFT (Local Inclusion Forum Team) which take place termly. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Parents/Carers will be informed and involved at all times.

At Parkside Community Primary School, rules need to be enforced but boundaries are flexible in order to ensure inclusion for children with a range of challenging behaviours.

The role of the Interim Executive Headteacher, Head of School and the Senior Leadership Team

Schools can, and do, make a difference. At Parkside Community Primary School we have the capacity to lead, support and encourage children in developing good behaviour and learning in order to play a responsible role both within school and the wider world. The quality of leadership provided by the Interim Executive Headteacher, Head of School and the school's Senior Leadership Team is crucial to the school's success in promoting acceptable behaviour. The main role of the Senior Leadership Team is to ensure children are safe and the wellbeing of all children and staff is considered at all times.

The role of parents/carers and the Wider Community

At Parkside Community Primary School we recognise the vital role played by the families and carers of the children we teach. Therefore we believe that it is important that the school and families work together to help our children achieve their very highest and succeed in life and help prepare them to become responsible and respected members of their community.

Parents/Carers will be informed of their child's progress and behaviour throughout their time with us. In order to do this, parents/carers will be expected to support the school wherever possible when behaviour becomes a concern. Children need to see and understand that school and home work together.

At Parkside Community Primary School we expect high standards of behaviour from all which reflect our school values.

Policy adopted by Governing Body on _____ 9th March 2021 _____

To be reviewed on _____ 9th March 2024 _____

Signed by Headteacher _____

Signed by Chair of Governors _____

<u>Personalised Behaviour Support Plan</u>				
Name of child _____			Date of initial plan _____	
<i>Pen Picture:</i>				
Behaviour/Function	What we want XXXXXX to do	Proactive Strategies	Early Intervention Strategies	Reactive Strategies

To be reviewed by when : _____

Signed SENCo _____

Date _____

Signed Class Teacher _____

Date _____

Signed Parent/s _____

Date _____

Reviewed by Class Teacher in consultation with parents/carers on:

_____, Signed Parent/s _____ Date _____

_____, Signed Parent/s _____ Date _____

_____, Signed Parent/s _____ Date _____

PUPIL RISK ASSESSMENT FORM

Name of Student: Age: Date: Review:

In order for the school to monitor risks of specific challenging behaviours, a pupil, when and if required, will be monitored frequently and be updated when significant changes occur so to ascertain any progression or regression in key areas of behaviour. The scoring system used on this sheet is in order to quantify risk and help minimise risk where possible. Key: 1 = little or no risk, 2 = medium level risk, 3 = high level risk.

BEHAVIOUR THAT PRESENTS RISK	LEVEL OF RISK			Comments
	1	2	3	
Verbal aggression: Swearing, name calling, personal attacks, etc.				
Intimidation – verbal: Racial and/or homophobic comments, bullying, threats of violence, etc.				
Physical aggression: Kicking, punching, biting, throwing objects, etc.				
Intimidation – physical: Using body shape/mass, bullying, barging, and threat with weapon, etc.				
Flooding/Hygiene: Blocking sinks/toilets, spitting, etc.				
Property damage: Forcing door/window locks, hitting walls, throwing furniture, graffiti, etc.				
Running from immediate environments: Running from staff, failure to follow instruction, etc.				
BEHAVIOUR THAT PRESENTS RISK	1	2	3	

Absconding: Attempting to run away, placing self in danger.				
Sexualised language: Reference to sex acts, orientation, etc.				
Sexualised behaviour: Displays of behaviour relating to sex acts, disrobing, etc.				
Inciting others: Attempts to encourage others to act negatively.				
Merging: Attempts to join others in acting out negatively.				
Stealing: Theft of school equipment, items belonging to staff or students, etc.				
Self-Harming: Potential to injure themselves either superficially or with dangerous intent.				
Vulnerability: Student vulnerable to exploitation/bullying protected characteristic, lack or risk/stranger awareness etc.				
Other (please indicate):				

EXAMPLES OF A SERIOUS INCIDENT

- Deliberately throwing small objects with force (with or without the intention of breaking them)
- Deliberately harming another child
- Damaging school/children's property
- Leaving class without permission
- Repeatedly inappropriate behaviour
- Repeated challenge to authority eg walking away from adults
- Repeated rudeness to peers/adults
- Stealing/racism/ homophobia/sexism/ other forms of prejudice
- Bullying and threatening others
- Repeated refusal to follow adults instructions
- Physical fighting
- Deliberate harm to adults/ children
- Persistent fighting and intentional harm to other children
- Persistent bullying
- Running out of school
- Verbal or physical abuse towards members of staff
- Extreme violence
- Dangerous behaviour

PASTORAL SUPPORT PLAN

Name:

Date:

What am I going to do?

Who is going to help me?	How will they help?

What rewards can I earn as I succeed?

What will happen if I break school rules?

Pupil's signature:	Staff member's signature:
	Designation:

Review date:

Pupil Plan Review

What have I achieved?

Staff comments:

Further plans and new targets:

Pupil's signature:

Staff member's signature:

Designation:

PSP- Final Evaluation

Name:

Date:

What has been achieved?

Pupil comments:

Home comments:

School comments:

Pupil's signature:

Staff member's signature:

Designation:

At Parkside our behaviour is

GREAT

Gentle hands and feet,

Respect others and their property,

Expect to work hard,

Always listen,

Talk kindly.

