



# Parkside Community Foundation Primary School



## Behaviour and Positive Relationships Policy

### Vision

At Parkside Community Foundation Primary School we want every child to feel valued and be given time and guidance to develop emotionally, physically and academically. We believe that every child has the right to learn in a caring, safe environment.

The establishment of a sound, positive and caring ethos is an essential prerequisite for whole child learning. It depends upon trusting relationships and a process of co-operative teamwork and the Governing Body and thus the school welcomes and encourages the involvement of the LEA, governors, parents and carers and others in the community.

At Parkside Community Foundation Primary School we aim to provide a safe, caring, supportive and stimulating environment with high quality teaching to achieve:

- Enjoyment for all
- An inclusive learning environment with equality of opportunity
- Independent young people who are confident, flexible and able to cooperate with others
- A diverse, broad and engaging curriculum
- Academic success and progress across all curriculum areas
- A high level of functional English and Mathematics skills
- A high level of computing and technological competence
- Creative expression, and develop imagination through a wide range of media
- Conscientious young citizens who are tolerant and respect the values of others
- Effective links between the school, the home and the community
- Promote mutual respect
- Celebration, good humour and teamwork

We aspire for Parkside Community Foundation Primary School to be the best place for our children to come to learn; where they are supported by adults who are positive and show a love for learning; where children respect each other and take responsibility for their own learning.

All who work at Parkside Community Foundation Primary School believe that it is vital that we are all responsible for improving the skills of all children and we are here to support the raising of standards for everyone.

**At Parkside we want pupils to REACH for the stars through:**

Resilience  
Effort  
Aspiration  
Courtesy  
Honesty

At Parkside our behaviour mantra is **GREAT:**

Gentle hands and feet  
Respect others and their property  
Expect to work hard  
Always listen  
Talk kindly

Children need to be aware of moral issues such as right and wrong, fairness, tolerance and respect. The aim of this school policy is

- To develop in our children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly school community in which effective and positive learning can take place, and in which there is mutual respect between all members.
- To place the main emphasis on the positive reinforcement of good attitudes and efforts towards performance.
- To enable parents and teachers to work together to influence the behaviour of the children.
- To create a common sense of direction and feeling of purpose for pupils.
- To ensure that our children recognise their own personal development and mental health as a priority.

#### **Our Positive behaviour policy responsibilities.**

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

##### **The responsibilities:**

- Responsibilities need to be learned and practiced so that they become habits

#### **The Children's Responsibilities.**

It is the responsibility of every child to learn and demonstrate their understanding of these rights and responsibilities, and how they can apply them to themselves, and to others. They can achieve this by:

- Working to the best of their abilities, and allowing others to do the same.
- Treating others with respect.
- Complying with the instructions from members of staff.

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- Taking care of the school property and the environment.
- Cooperating with other children and adults.

### **Our School Responsibilities.**

It is our responsibility to help our children learn their rights and responsibilities and to ensure fairness and consistency in their application. This will be achieved by:

- Induction of new staff or volunteers includes information and / or training on behaviour management.
- Train/coach staff regularly on behaviour management.
- It is the responsibility of each staff member to ensure they follow the strategies and processes in place.
- Put into place a transition timetable for children each year, with enhanced transition where necessary.
- Regularly re-establish and re-induct pupils of the behaviour expectations, particularly after lengthy holiday periods.
- Being good role models.
- Providing a challenging, interesting and relevant curriculum.
- Creating an environment that is safe, secure, interesting and pleasant.
- Treating all children fairly, and with respect.
- Using rules and sanctions clearly and consistently.
- Fostering good relationships with parents/carers.
- Recognising that each child is an individual and to be aware of their needs.
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### **Parents and Carers Responsibilities**

It is the responsibility of all parents and carers to support the school in the guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes. This will be achieved by:

- Being aware of the school rules and expectations.
- Supporting staff in the implementation of the policy.
- Fostering good relationships with the school.
- Making their child aware of appropriate behaviour at all times.
- Showing an interest in all that their child does at school.
- Encouraging independence and self-discipline.
- Ensuring regular attendance and punctuality.
- Providing the correct school uniform.
- Having regular attendance at parents' evening to discuss progress.
- Keeping in contact with the class teacher so that communication can be open and honest.

### **Strategies for positive encouragement include:**

- A quiet word, smile acknowledgement, thumbs up etc
- Appreciation of children's contributions e.g. add work to displays
- Visual aids to support children in understanding behaviour and expectations
- The giving of additional responsibilities
- Teaching children to use our core values when making decisions on how to act and behave.

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- Modelling the use of Zones of Regulation as a tool for communicating feelings and emotions
- Using 'brain breaks' and 'reflective time' in class to create a positive climate for learning
- Reward charts / Stickers.
- Praise in front of the class, giving reason for praise.
- Visiting another member of staff.
- Informal comments - a short message home from the teacher to parent/carer informing them of good work, positive attitude or behaviour etc.
- Achievement certificates, star pupil certificates.
- Class Dojos.
- House points.
- Celebration assemblies.
- Class discussions.
- Check – in's.
- Using 'circle time' activities as needed to support social skills.
- Positive role modelling.
- Boxall Interventions.

### **Class / School behaviour management.**

It is widely recognised that children who have clear and consistent approaches to behaviour, are more likely to also behave in a more consistent manner.

Parkside Community Foundation Primary operates a very clear approach to how we can gather a class / larger groups back together quickly. The following process is to be used by all staff:

- Staff will carry out a clear clap pattern for the children to copy. The pattern will differ between classes appropriate to their age.

### **Rewards – Colour System**

In order to maintain good behaviour, 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. Each class has a stepped colour system and a 'Golden Book.'

#### Gold

If a child has shown outstanding behaviour and learning, including our REACH values, their name will be published at the end of the day in the 'Golden book' and celebrated in assembly. Children will be awarded three stickers on their house point chart 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 house point chart if they end the day on 'Silver.'

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## Green

All children begin on green. This signifies good behaviour and learning.

### **Coming into school**

At Parkside Community Foundation Primary School we firmly believe that all children should receive a warm welcome as they enter the school. A member of staff will be on the back door entrance (via the playground) each morning to say hello/good morning to the children and their families. The class teacher will be in the classroom to welcome them into class.

### **Coming in from breaks and lunches**

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn.

At the end of the break the whistle is blown – all children stop what they are doing and line up in their allocated place in front of their class teaching assistant (or cover). The class teacher then meets their class on the playground and walks them into class in an orderly manner, with the teaching assistant following.

### **Our Approach to Rewards**

Children normally respond well to rewards and can generally be encouraged to behave in a way which earn rewards. Rewards need to be age appropriate and matched to the maturity of the child. All children should benefit from rewards, regardless of their ability. Younger children frequently respond better to short term rewards. Once a reward is earned it should not be removed.

#### **We reward good behaviour in many different ways through:**

- A quiet word, smile acknowledgement, thumbs up etc
- Appreciation of children's contributions – add work to displays
- The giving of additional responsibilities
- Stickers on tops etc
- Praise in front of class, giving reason for praise
- Visiting another member of staff
- Informal comments, a short message home from the teacher to parent/carer informing them of good work, positive attitude or behaviour etc
- Achievement certificates, star pupil certificates
- Class Dojos
- House points – awarding the House Cup at the end of the year to the House which has amassed the largest number of house points.
- Opportunities for self-evaluation and recognition of achievement
- Certificates for special achievements

- Celebration assemblies
- Stepped colour system
- REACH
- Parents are informed of good behaviour and successful days through phone calls, face to face conversations and Class Dojo.

### **Strategies for individual pupils with additional needs.**

Behaviour and social targets can be set to meet the child's needs. Targets should be understood by the child, parent/carer and teachers. Targets need to be specific and achievable by the child within an agreed time period.

Individual time tables and reward charts can be created to promote positive behaviour.

Staff can get advice and support from our SEND team.

Where a child is presenting significant behaviour difficulties an individual behaviour plan may be written. Relevant staff, agencies and the parents/carers will be involved. The plan will be communicated to all relevant staff.

### **How do we manage unacceptable behaviour?**

At Parkside Community Foundation Primary School, we employ a number of sanctions to enforce the schools expectations, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The sanctions are tracked on a daily basis. The management of class behaviour is the responsibility of the Class Teacher and providing a restorative approach to ensuring pupil's needs are met and learning can take place.

Our priority is to address unacceptable behaviour issues in a consistent way. The system is as follows:

- Non – Verbal – Cues to support e.g. visuals
- Verbal reminder –. Re-focus e.g. expectations to be re-explained, support given where needed.
- First warning – Remind of expectations and consequences should behaviour continue.
- Second warning – Partner class with timer to support.
- Third warning – Report to a member of the SLT/SEND
- Final – Sent to the Head of School (parents may be informed)

All children are entitled to an education and no subjects should be used as a sanction.

In the event of a serious incident the child moves directly to third – Report to a member of SLT/SEND.

The same applies during break and lunch times. Additionally, for serious or repeated incidents where the above strategies have not worked to support the child, the child will be reported to SLT and may result in the following:

- Directed time – to a lunch time club
- Fixed withdrawal - Lunch time spent with SLT/SEND
- Supervision – Parents/Carers asked to come in and supervise their child at lunch times.

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## **PROACT**

PROACT is a range of positive options avoiding crisis, using therapy strategies for crisis intervention and prevention. It is about being proactive and putting things in place to avoid crisis point. However, in very rare occasions crisis may still occur and intervention will be necessary.

What the law say:

Section 93 of the Education and Inspections Act 2006 enables staff to use reasonable force to prevent a pupil from:-

1. Committing any criminal offence
2. Causing injury to any person (including themselves)
3. Causing serious damage to property
4. Causing a major disruption

Duty of Care – A duty of care exists when duties and responsibilities are imposed upon professional or paid carers (Ashton Ward 1992)

‘Carers may do what is reasonable...for the purpose of safeguarding or promoting the child’s welfare.’ The Children’s Act 1989.

PROACT intervention will only be used by trained SLT/SEND staff when there is no alternative.

All interventions will be recorded in line with the requirements.

### **How do we monitor behaviour?**

In order to monitor behaviour, any child who has been exited to the partner class is recorded on CPOMS. This may prompt a conversation between the class teacher and parent/carer. CPOMS is monitored daily by SLT.

Six or more logs per child across successive days that relates to behaviour will result in a meeting taking place between the class teacher, and a member of the SLT. They will then review regularly to ensure appropriate support is put into place e.g. does the child need additional support in unstructured times or is a personalised behaviour support plan required? Or maybe the child requires extra intervention to meet their needs etc. The class teacher will liaise with the SENCo if necessary.

If the behaviour continues, a risk assessment may be written and the case will be referred to SLT for further review and consideration, and parents/carers will be expected to attend a further meeting to discuss provision.

### **Suspension or Exclusion**

Suspension is for a fixed period of time and exclusion is permanent. It is the Executive Headteacher’s responsibility to decide whether a child should be suspended or excluded. Exclusion will only happen in response to a very serious breach of the Schools Code of Conduct or where alternative forms of behaviour

management have been shown to have failed. Normally (but not in all circumstances) prior to an exclusion external support agencies would have been contacted and involved, i.e-

- School Counsellor
- Educational Psychologist
- Behaviour Support
- Social Services
- Education Welfare Officer
- School Nurse/Health Visitor
- Family Doctor
- Police

**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, Head of School, and Executive Head teacher, or from discussion at the LIFT (Local Inclusion Forum Team) which take place termly. Therefore, staff 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 Foundation Primary School, rules need to be enforced but boundaries are flexible in order to ensure inclusion for children with a range of challenging behaviours.

Parents/Carers will be informed of their child’s progress and behaviour throughout their time with Parkside. 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 Foundation School we expect high standards of behaviour from all which reflect our school values.

Policy adopted by Governing Body on.....

To be reviewed on.....

Signed by Head Teacher.....

Signed by Chair Of Governors.....

