



Parkside Community Primary School

Head teacher: Julie Muncey
Chair of Governors: David Smith

Behaviour Management Policy

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Signed:

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Behaviour Management Policy

Parkside School

Approved by Governors: July 10 and December 2015

Coordinator Responsible – Headteacher

Governor with strategic overview responsibility – Chair of Governors

Purpose of Policy

There are four main purposes to this policy:

- To establish entitlements and expectations for all pupils
- To establish entitlements and expectations of all staff
- To promote a consistent approach to behaviour across the school
- To state the school's approaches to behaviour management in order to promote public understanding amongst parents carers and the wider community of our strategies to manage pupil's conduct effectively

Introduction

Effective Behaviour Management is a prerequisite to delivering the curriculum. Behaviour Management is an element in the school's approach to Personal, Social & Moral Education, which underpins all that we seek to achieve at Parkside School. Most children arrive in school with a good understanding of right and wrong, and that their actions may have consequences for themselves and others. Most children are curious and have a keen desire to learn. We endeavour to build on the personal, social and moral codes developed by parents with their own children to promote positive and constructive behaviour in school. In a small number of instances such understanding remains to be developed.

It is the role of the school to help all pupils to aspire to, and reach, the highest possible standards of conduct and prepare them to be mature and responsible citizens who will play an important part in society in future years. It is essential that all staff act as role models for pupils and promote positive attitudes and conduct during their time at the school. Staff speak respectfully to children.

We expect all staff, and in particular teachers, to establish a framework of learning in their class which can develop and sustain effective, independent learning. All staff have high expectations of children's conduct and attitude regardless of children's social, ethnic, cultural or religious background.

Good conduct is based on mutual respect and the establishment of positive relationships.

In Behavioural terms Parkside School aims to:

- Ensure that by the time that children leave Parkside they are independent learners with high expectations of themselves
- Help children to become self disciplined and self motivated and have solid moral values which will help them to fulfil their potential and play a positive role as citizens when they reach adulthood
- Engage and stimulate children's interest in the world around them, fostering a sense of awe and wonder in the immensity and beauty of what they encounter
- Help pupils to develop informed concern about the quality of their environment and develop a sense of care for the community and its people
- Help children to explore values that involve developing attitudes about complex issues
- Help children to understand that people come from many different social, cultural, religious backgrounds, and yet whose values are often similar
- Develop a sense of generosity, honesty, caring responsibility, thoughtfulness, tolerance, co-operation, collaboration, politeness and trust amongst all children
- Provide a secure, happy, caring and stimulating learning environment, in which children are able to develop their skills, talents, knowledge and concepts to the full
- To develop a sense of corporate identity and pride in being a pupil at Parkside School
- To help children in conjunction with their parents to develop a sound moral basis for their future lives

Strategy for Implementation

All parents are entitled to have their concerns taken seriously, investigated and advised of the resolution of issues raised

Staff Entitlements and Expectations:

- To fully implement this policy and strategy as set out below
- All staff are entitled to expect children to behave in a courteous, polite and respectful manner.
- To expect co-operation and support from parents and carers in dealing with pupil misconduct.
- To closely supervise children as they move about the school.
- To be entitled to be treated with respect
- To take children's concerns seriously and deal with them promptly

- To report repeated concerns to Key Stage Leader

Children's Entitlements and Expectations:

- To learn and play in an environment free from the physical, verbal and psychological and emotional pressures, which emanate from the misconduct of others.
- To learn in a setting free from disruption and distraction caused by the conduct of others.
- To expect guidance and encouragement from staff at the school and their support should they be subject to inappropriate or unacceptable pressures from their peers.
- To expect praise, encouragement and reward for their efforts and achievements.
- To work with concentration to sustain and complete tasks and to contribute to lessons in a constructive manner free from disruption and distraction.
- To explain their conduct in a truthful and honest manner.
- To expect high quality lessons based on good planning which is matched to the needs of pupils and which demonstrates high expectation of pupils capabilities.
- To move around the school in a calm, orderly and safe manner
- To play constructively, cooperatively and to allow others to play with them. No child should be isolated in the playground.
- To be treated with respect

Implementation

Behaviour Management is a key element in the success of the school. Dealing with playground misconduct and classroom disruption is time consuming and deflects staff from their key role to educate. Calm, orderly classrooms are essential for children to be educated effectively.

Most children at Parkside are well behaved. Our approach to developing children's positive conduct is based on praise, encouragement and reward, thus building on the personal, social and moral values which children bring to school with them and which have been fostered in their own families.

For a small minority of children the expectations of conduct at school is more demanding and consistent than that offered at home. From an early age children are inducted into the schools code of conduct via their engagement in setting class rules.

Rewards

All staff, teaching and non-teaching, are expected to implement our strategy of praise, encouragement and reward throughout the school.

Immediate visual eg a smile, wink, nod or thumbs up

Immediate verbal eg well done, you're doing that very nicely. These may be privately or publicly delivered

Recorded eg a stamp, sticker, a star on a piece of work with a comment

This leads to our 'Reach for the Stars' achievement log

Certificate of achievement

A collective reward – class of the week based on Parkside Points and communicated to parents via the newsletter, website

All pupils:

Any child showing:

- High quality work
- Sustained effort
- Significant improvement

may be sent to the Headteacher for a special praise encouragement and reward.

Once awarded *no* reward may be removed from pupils owing to subsequent misconduct.

Fostering a Positive Classroom Environment

A positive classroom environment can be fostered by:

- An inspiring, creative, interesting and stimulating curriculum – epitomised by high quality teaching
- A broad and balanced curriculum delivered through a range of learning styles
- A strong emphasis on practical learning through enquiry and applying knowledge to investigate and solve problems.
- Well-planned and resourced lessons.
- Displays which demonstrate a value of all childrens work
- Calm, constructive and genuine relationships based on mutual respect
- Regular use of circle time
- Copious use of praise, encouragement and reward.
- A well laid out classroom.
- Easy access to resources.
- Clear and high pupil expectation.

- Consistency of approach from staff.
- Well-established routines and rituals.
- An agreed and displayed class code of conduct.
- Positive feedback to pupils via marking and home school liaison diaries.
- A knowledge of pupils strengths, talents and needs

Creating and maintaining a positive playground environment

- Meal time assistants engage and lead children in play activities
- Staff engage children in sociable conversation and avoid becoming engaged with other adults in the supervision of children
- Staff minimise lining up times to enter the dining hall/ school.
- Staff ensure that children keep to the designated play spaces
- Staff position themselves to ensure that they can monitor the playground effectively
- Staff collect pupils at the end of break times and lead them calmly to their classrooms
- Disputes are dealt with calmly and promptly
- Serious incidents are passed to team leaders or the Deputy Headteacher promptly

Dealing with misconduct

In dealing with misconduct, staff:

- Take concerns raised seriously.
- Act promptly.
- Are consistent and assertive.
- Demonstrate that they dislike the conduct not the child.
- **Must** listen to what the pupil has to say.
- Do not jump to conclusions because a pupil may have a history of good or poor conduct.
- Avoid confrontation by offering choices to pupils who have put themselves in a situation where they feel in danger of losing face

- Avoid making threats, but do not back off from taking clear and decisive action when necessary, and ensure that it is possible to do what they say to a child.
- Act as role models and deal with incidents in a calm professional and reasoned manner.
- Make decisions based on evidence pertaining to the incident in question.
- Communicate with parents

Where a serious incident occurs, attempts should be made to obtain corroboration from other children and where possible adults. Notes are kept of significant incidents and repeated incidents.

When in doubt about what action to take, refer to your team leader or Headteacher.

Teachers make a brief record of such misconduct using the Child Protection Online Management System (CPOMS).

Repeated misconduct is reported to Team Leaders. They may need to take further action, based on information already received from other staff, such as meal time supervisors.

Staff **must** inform Team Leaders **AND** the Headteacher should misconduct persist.

In addition the Headteacher consults with colleagues as to whether a referral should be made to an external agency.

Sanctions

All staff are authorised to apply the sanctions set out in this policy.

- All acts of misconduct are dealt with promptly. Punishment, where necessary, reflects the seriousness of the misconduct and should take into account any previous acts of similar behaviour.
- In most instances children are admonished. It is made clear that saying sorry is only worthwhile where the child appreciates that they have behaved inappropriately **and** that they will not deliberately repeat such behaviour.
- Where children disrupt a lesson, they will be sent to another class briefly (5 mins). They will be expected to complete any work, which they have missed in their own time.
- All class teachers are paired with a year partner or 'buddy'. Children may be sent to the partner's class for short periods. Removal for longer periods is possible with the consent and prior knowledge of the Team Leader who will inform the Headteacher. Repeated need for this course of action will lead to follow up by the Headteacher
- NB Children should **not** miss other 'favourite' lessons such as swimming / games since they have an entitlement to all aspects of the curriculum. This is only forfeited should they disrupt that specific lesson.

- Repeated misbehaviour will result in a punishment such as losing break or lunchtime playtime. In the first instance one ‘free’ time will be lost. This may need to be increased should there be repeated misconduct.
- Where a pattern of misconduct is evident, teachers should attempt to engage parents in managing pupils effectively. At the very least parents should be asked to support the actions of staff and to make it clear in a joint meeting with the pupil that such misconduct is unacceptable at home and school.
- Contracting can be a useful tool. Short-term targets are agreed with pupils and parents over, for example, a two-week period. A record card is used (see appendix) with a smiley/sad face used for younger children (and/or stickers) and a commentary accompanied as above for older children who will be able to read the comments for themselves. Staff aim to be constructive with such report cards, which nevertheless should truly reflect the child’s conduct. It is vital that parents remain engaged in the contracting process. Parents are called in to see the card at the end of each (week) period. As part of this process the parent agrees to provide a (small) reward (e.g. a milk shake) once the target is achieved. Contracting should only be used for short periods (e.g. 2 weeks) and can be used again after a break of a similar period. The Headteacher and Deputy Head can sanction this if it is felt appropriate.

Lunch time removal from the school site

Where children’s playground conduct is repeatedly unsatisfactory they may not be permitted to stay at school during the lunch period. The length of this sanction will be agreed with parents. It is unlikely to exceed 2 weeks. Children who are not permitted to stay at school during the lunch period should be returned to school by a parent to the school office at 12.55pm.

- *All sanctions must be closely supervised by the member of staff initiating them.*
- *It is a priority for staff to rebuild a child’s self esteem where it has been lowered.*

Serious Misconduct

- Some rare forms of misconduct at Parkside must be reported immediately to the Headteacher. These are:
 - Violent conduct
 - Foul and/or abusive language directed at staff
 - Bullying (see definition p11)
 - Racist, homophobic or sexist conduct
 - Refusal to obey *any* member of staff
 - Repeated disruption to lessons
- Should any of these issues arise children lose a significant amount of free time
- Only one warning will be given to any pupil by the Headteacher or Deputy.
- Should a subsequent incident occur, parents will be informed promptly where possible by telephone and will be asked to meet with the class teacher or Headteacher as

soon as possible. A clear warning about the consequences of future misconduct will be issued.

- Repeated similar serious misconduct within a short time frame (eg 1 month) may lead to exclusion from school.

Exclusion

Only the Head or Acting Head may exclude a pupil. Upon return to school, the child should be escorted to the Headteacher by a parent. An apology for misconduct will be expected, and commitment to maintain the school's code of conduct.

Longer periods of exclusion of up to 5 days may result if further misconduct occurs. This will be followed by a reintegration interview where clear expectations for behaviour are established. If these are not followed, exclusion could recur or become permanent, pending reflection from the Headteacher.

Work will be set by the class teacher to be completed at home.

Code of conduct

Each year, teachers agree a class code of conduct with their pupils. This should be concise and prominently displayed and in keeping with the schools behaviour policy.

The School Council

Each class (Years 1 – 6) provides 2 representatives each academic year. The role of the School Council is to help staff to make Parkside an even better, safer and happier place in which to be educated by providing the pupils' perspective on what makes the school successful and pleasant. Minutes of the school council are circulated to all classes and discussed during circle time.

Moral and spiritual development.

Spiritual and moral values have an important role in developing children's positive attitudes to school and society. Spiritual and moral rules are an intrinsic and explicit part of our pattern of assemblies and these are taken further during Circle times and RE lessons. Such values underpin our school Code of Conduct.

Staff Development and Induction

Upon appointment all staff will be given a copy of our Behaviour Management policy. Behaviour management is regularly revisited in staff meetings and opportunities are provided for all groups of staff to attend behaviour management training. For NQT's behaviour management is an integral part of their induction programme and is provided on site as well as at external venues.

Leadership Management

The Headteacher and Senior Leadership Team are responsible for the effective implementation of policy. The Headteacher uses Monday assembly, which all children and staff attend, to set the tone for the week, delivering a rolling programme of religious moral, personal and social themes. Informal mentoring as well as formal observation is used to ensure that children are well managed

and inspired by the quality of teaching offered – thereby minimising misconduct. The Headteacher has a high profile around the school especially at lunchtime and endeavours to act as a role model for children and for staff in managing pupil conduct effectively. Forums have been established for, MSAs and TAs to ensure that there is an opportunity for feedback for all staff on variety of issues including behaviour management.

Monitoring and Evaluation

The senior management team regularly reviews the effectiveness of our behaviour management policy and strategy. Annually all staff and governors evaluate its effectiveness.

As part of classroom observation and monitoring the Headteacher and Deputy Headteacher provide feedback regarding the quality of behaviour management in the classroom.

Partnership with Parents

It is essential that we work in a constructive partnership with parents to manage pupils effectively in school.

Children are only likely to give of their best when they are happy, confident and believe in themselves. Children often exhibit poor conduct when they have a low opinion of themselves. This can be a result of failing to thrive in school because their educational needs are not being met effectively. The most serious misconduct often reflects social concerns beyond school and we liaise with external agencies to support families. As a staff we always examine the quality of our educational provision for individuals giving cause for concern as a first priority. Where this is clearly not the case we engage parents in examining the social context in which their child is being educated.

Much support and guidance can be offered by school staff. However, should such intervention not prove fully successful external agencies can be invited to provide support and advice. Such action is only taken with the full knowledge and consent of parents. Parents are also advised that they can withdraw from such a process at any time.

When a child's conduct is giving cause for concern parents are informed promptly via contact books and invited to meet with staff. Initially this is likely to involve the class teacher and parent(s). However, in more serious cases the Inclusion manager and/or Headteacher may become involved at an early stage.

Dealing with a pupil's inappropriate conduct can be extremely stressful for parents and staff. **It is important that staff and parents adopt a constructive approach and that all parties deal with the concerns calmly, demonstrating mutual respect and tolerance.** The aim is to ensure that conduct improves and is sustained at a consistently acceptable standard, rather than to apportion blame.

Should parents feel that a concern has not been dealt with appropriately they should follow the guidelines set out in the Governors "Concerns and Complaints" procedure. (See Appendices)

The Local Education Authority also has a "conciliation Advice and Appeals Service" which deals with issues when the opportunities offered by the Governors still leaves any concerns unresolved.

Details of this service are available in the booklet “Listening to Parents’ Complaints”, which is appended to this policy document.

Involvement of Other Agencies

With the agreement of parents, pupils may be referred to:

- Behaviour Support Team
- Educational Psychologist
- Child & Family Unit (QEII)
- Social Services
- Park Educational Support Centre
- Other agencies as necessary

Circle Time

Circle time may be used in each class to explore personal social and moral issues which are either of concern or from the theme of the week as shown on assembly rotas. Circle time is not timetabled as something extra. Where necessary, training is provided to new staff in using circle time and opportunities to observe experienced practitioners of this approach is offered. Teachers are strongly encouraged to include classroom support staff in circle times. Teaching Assistants may be invited to lead sessions occasionally to build their relationships with children currently in their charge.

Code of Conduct

We treat all adults and children with respect and consideration as we would wish to be treated ourselves

- | | |
|----------------|--------------|
| • Teachers | • Boys |
| • Assistants | • Girls |
| • Office staff | • Parents |
| • Site staff | • Volunteers |

We care for those in our school who need help and support and We value and respect each individual regardless of their age, role, gender, race, beliefs or disability

- Those younger than us
- Boys/girls
- The elderly
- All staff
- Children from different countries
- Those with different religious beliefs
- Those who have particular difficulties such as the disabled

We take responsibility for ourselves and our property

- | | |
|---------------------------|--------------------------|
| • Dress ourselves | • Wear school uniform |
| • Put away our belongings | • Always have our PE kit |

We look after the property of others

- If we borrow items we return them
- We only take / borrow items with the owners permission

We look after the school building and furnishings of the school

- We do not write on desks
- We do not take PE equipment

We care for the grounds and make sure that they remain pleasant and enjoyable for others	<ul style="list-style-type: none"> • Avoid picking leaves, berries • Put litter in the bin
We respect all staff at the school and follow their instructions promptly	<ul style="list-style-type: none"> • Do as told straight away • Do not answer back
We solve our disagreements calmly and politely.	<ul style="list-style-type: none"> • No name calling • No shouting • No rude or aggressive conduct • No racist, sexist, or homophobic language • No fighting
We play safely in the areas set aside for us and do not interfere with the activities of others	<ul style="list-style-type: none"> • Use the rota on display • No play fighting • No skidding on ice
We ask adults to help if we have a problem that we cannot solve ourselves	<ul style="list-style-type: none"> • Tell an adult straight away if hurt, bullied
Adults will always take children's concerns seriously	<ul style="list-style-type: none"> • Adults will listen and take action when necessary

Many children may find it difficult to follow a detailed code of conduct as set out above. A simplified version is displayed on 'Golden Rules' posters around the school.

Bullying:

“Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms but the three main types are physical (e.g. Hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups)” [DfEE Circular 10/95]

For any incident, which includes racism the County Guidelines for dealing with **Racial Harassment**, should be referred to. The County Guidelines and Parkside School accept The McPherson Report's definition of racial harassment, which is...”**any incident which is perceived to be racist by the victim or any other person”**

Single incidences of verbal or physical attack and behaviour which is hurtful but not intentional, must also be taken seriously and dealt with by the school according to the principles outlined in the policy. Offenders are always made aware that the effect of their conduct is hurtful to others.

Any **victim of bullying** will be fully supported by staff at the school and help & guidance will be offered to parents regarding any further action, which may be deemed necessary.

The school will act and be seen to act in all instances, which fall within the above definition of bullying. We make it clear in our brochure and School Code of Conduct that bullying is unacceptable and will not be tolerated. It is also recognised that bullies are frequently the victims of bullying and that their bullying is “learned behaviour”. Some bullies themselves need help and support and the school has a responsibility to ensure that they receive it. Team leaders or the Headteacher record all incidents of bullying or racism, which meet the above criteria.

Individual staff must be alert to signs of bullying and act firmly and promptly against it. Failure to do so may be seen as condoning such behaviour.

“Victims and witnesses to bullying should know that it is OK to tell and that they will receive practical help if they so do”... Taken from Hertfordshire County Council’s “Guidance on Preventing and Responding to Bullying”

Confidentiality

All staff are expected to deal with Behaviour Management issues confidentially. Teaching staff should keep parents of victims and culprits fully informed of any developments which directly affect their own child. They should not breach confidentiality in respect of other parties to an incident, issue or concern.

Non teaching staff who may be approached by parents or carers should refer them to the child’s class teacher without comment or inference.

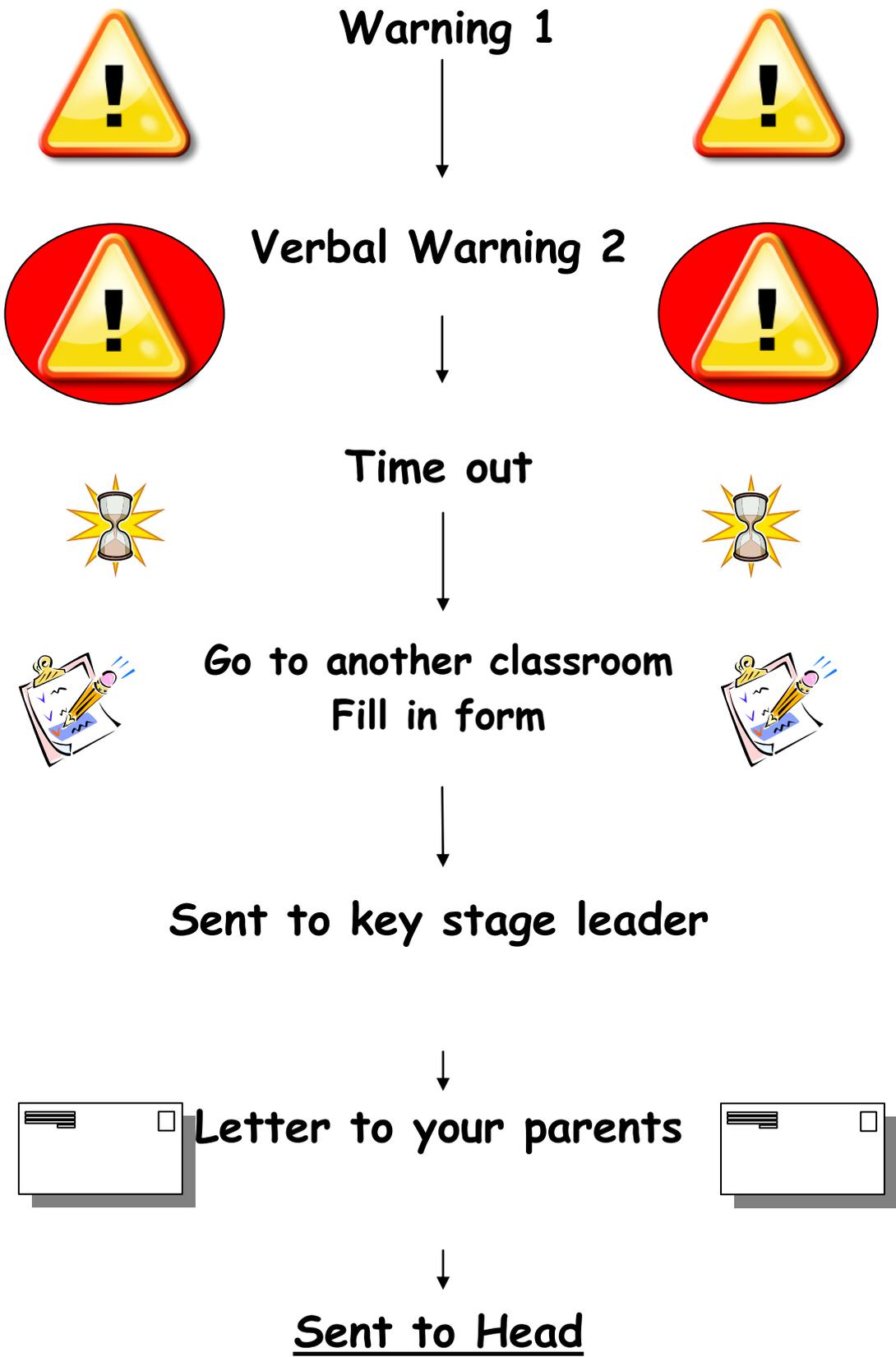
Any enquiries made by media representatives must be referred to the Headteacher and staff should not approach third parties, including the media, with any concerns. There are appropriate systems in school to deal with such matters.

Conclusion

This policy should be read in conjunction with:

- SEN policy
- Aims & Values Statement
- DfEE statement on Bullying (Circular 10/95)
- PSHME policy
- Guidance on Preventing Bullying Herts CC
- Parkside School’s Concerns and Complaints Procedure
- Listening to Parents Complaints published by Hertfordshire County Council
- Grievance & Discipline Policy

<p>Level 1</p> <ul style="list-style-type: none"> ❑ Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering) ❑ Calculated idleness or work avoidance e.g. delaying starting to work, not having essential books or equipment ❑ Hindering other pupils e.g. (by distracting them from work, interfering with equipment or materials) ❑ Making unnecessary (non verbal) noise (e.g. scraping chairs, banging objects moving clumsily) ❑ Getting out of seat without permission (unless this is part of agreed class routine) ❑ Swinging on chairs 	<p>A verbal warning given for repeated behaviour that does not conform to our golden rules.</p> <p>Up to two of these can be given by a teacher or teaching assistant per half day session, a third takes the pupil up to level two.</p>
<p>Level 2</p> <ul style="list-style-type: none"> ❑ Infringing Golden or school rules (e.g. on dress, pupil behaviour) ❑ Verbal abuse towards other pupils (offensive or insulting remarks) ❑ General rowdiness or mucking about ❑ Cheeky or impertinent remarks or responses 	<p>Time out in own class for five minutes. The pupil will be sent to a time out area where they will fill out a form to say which rule has been broken and what they have to do to stop it happening again. (A Teaching Assistant may help the child to fill in the form)</p> <p>log in child's data file using logging sheet.</p>
<p>Level 3</p> <ul style="list-style-type: none"> ❑ Persistently infringing class or school rules (e.g. on dress, pupil behaviour) ❑ Continued verbal abuse towards other pupils (offensive or insulting remarks) ❑ Continued general rowdiness or mucking about ❑ Continued cheeky or impertinent remarks or responses 	<p>Time out of class in 'paired class' (this may be on an individual basis for particular children where siblings are involved) for a maximum of a teaching session. A letter of apology, appropriate to the child's age and ability to be written. The teacher needs to date this and keep it on file. Break missed to complete work.</p> <p>Up to three of these sanctions to be used in a school week. A fourth moves a child to level four.</p>
<p>Level 4</p> <ul style="list-style-type: none"> ❑ Physical aggression towards other children (e.g. punching, striking) ❑ Extreme inappropriate behaviour ❑ Refused to obey adult instructions 	<p>Pupil will be sent to the KS leaders. Class teacher to phone parents and a letter sent to the parents.</p> <p>Up to three of these sanctions can be used per half term. The fourth would mean a fixed term exclusion from school.</p> <p>After a fixed-term exclusion, the child will have a Behaviour Support Plan drawn up by the Head teacher in liaison with the class teacher or SENCO.</p>
<p>Level 5</p> <ul style="list-style-type: none"> ❑ Persistent bullying ❑ Verbal abuse towards an adult (e.g. offensive, insulting, insolent or threatening remarks) ❑ Physical destructiveness (e.g. breaking objects, damaging furniture) ❑ Physical aggression towards an adult ❑ An act which if practised by an adult would lead to legal action 	<p>The head will consider a temporary or permanent exclusion of lunchtime and or school time.</p> <p>Pupils can enter level 5 without going through other levels.</p>
	<p>Level 6 The Governor's Discipline Committee considers the individual case for permanent exclusion and will endorse or reinstate.</p>





Headteacher celebration



Tea Party termly

