



Parkside Community Primary School
Head teacher: Charles Soyka
Chair of Governors: Miranda Barnett

Behaviour Management Policy

Last reviewed: February 2019

Date of next review: February 2020

Signed:

Date:

Behaviour Management Policy

Parkside School

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 pupils' 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.

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 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/regulate and self-motivated and have solid moral values which will help them to fulfil their potential and play a positive role as citizens in 21st Century Britain.
- 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 a variety of backgrounds, and yet whose values are often similar.
- Develop a sense of generosity, honesty, caring, responsibility, thoughtfulness, tolerance/acceptance, 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 community 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 around the school.
- To take children's concerns seriously and deal with them promptly, recording them where necessary (CPOMS)
- To report repeated concerns to Line Manager.

Children's Entitlements and Expectations:

- To learn and play in an environment free from physical, verbal and psychological and emotional pressures,
- To learn in a setting free from disruption and distraction caused by the conduct of others.
- To expect guidance, support and encouragement from staff, 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.
- 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, expectations of conduct at school is more demanding and consistent than that offered at home. From an early, age children are inducted into the school's code of conduct via their engagement in setting class rules.

At Parkside Community Primary School we have adopted a therapeutic model of behaviour known as 'STEPS'. This model is the approved and preferred choice of Hertfordshire County Council. The STEPS therapeutic approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and consequences not punishment. It uses techniques to de-escalate a situation before a crisis occurs and when a crisis does occur it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after an incident, particularly if physical intervention has been required. Staff are training in level one 'Step on' training and new staff joining the school receive training as soon as it is available to them. We have two members of staff who are accredited Hertfordshire Steps.

Rewards

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

Immediate visual e.g. a smile, nod or thumbs up.

Immediate verbal e.g. well done, you're doing that very nicely.

Recorded e.g. a stamp, sticker, a star on a piece of work with a comment

House points awarded

A collective reward – winning 'house' shared in weekly assembly and displayed.

Termly house reward for winning house – reward to be decided by school council.

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 learning 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 children's work.
- Working walls offering prompts, support and good examples of work to encourage independence.
- Calm, constructive and genuine relationships based on mutual respect.
- Regular use of circle time.
- Effective 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.
- An agreed and displayed class code of conduct.
- Positive feedback to pupils via marking, discussions and home school liaison diaries.
- A knowledge of pupil's strengths, talents and needs.
- Making effective use of the outdoor environment.

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 hand out house points.
- 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 (Level 4) are passed to the appropriate Line Managers or the Deputy Headteacher.
- Circle Time sessions can be used for class teacher to address issues arising during break and lunchtimes.
- Play leaders are used to facilitate the maintaining of a positive environment.

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 Line Manager, Deputy or Headteacher.

Teachers make a brief record of such misconduct on CPOMS

Repeated misconduct is reported to Team Leaders. They may need to take further action, including sending a letter home stored on the system, based on information already received from other staff, such as meal time supervisors.

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

In Line with the school's approach to dealing with behaviour the school uses the following as part of the STEPS Programme.

Positive phrasing

"Come and sit next to me for the story", "Stand next to me Billy, Stand next to me, Stand next to me Billy. Well done Billy you are standing next to me."

Repetitive limited choice: "We are going to talk now John, we can talk at the table or in the library, John. At the table or in the library? Are you going to sit alone or with the group? Are you starting your work with the words or the picture? Would you like to sit on the chair or bean bag?"

De-escalating script: "Peter, I can see something has happened. I am here to help, talk to me and I will listen, come with me and..."

Disempowering the behaviour. "You can listen to the story from there.

Protective consequences. Limited access to areas, escorted in social situations, differentiated teaching space. Educational consequences Completing tasks, rehearsing (e.g. how to walk), research (why an action is dangerous or unkind), assisting with repairs.

Physical intervention There may be situations where physical contact with a child is used. These may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Staff are annually trained by Hertfordshire Steps trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To prevent a person from committing a criminal offence.
- To prevent a person from injuring self or others.
- To prevent or stop a person from causing serious damage to property.
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline.

Behaviour Plans

Leaners who may need a behaviour plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include leaners that may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learning to show positive behaviours at school.
- Give clear de-escalation strategies and scripts that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Risk Reduction Plans

Pupils who display difficult and or dangerous behaviour on a regular basis will be placed on Risk Reduction Plan for approximately 6 weeks and will be under constant review.

Anxiety Maps and Roots and Fruits Documents

These two documents can be used as a tool to analyse and identify potential triggers for pupils who display difficult and or dangerous behaviour.

Reflect, repair and restore (after a crisis) Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings.

The adult may ask the child questions to:

- Explore what happened (tell the story)
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how
- Explore how we can repair relationships
- Summarise what we have learnt so we are able to respond differently next time

Consequences

<p>Level 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering) <input type="checkbox"/> Calculated idleness or work avoidance e.g. delaying starting to work, not having essential books or equipment <input type="checkbox"/> Hindering other pupils e.g. (by distracting them from work, interfering with equipment or materials) <input type="checkbox"/> Making unnecessary (non verbal) noise (e.g. scraping chairs, banging objects moving clumsily) <input type="checkbox"/> Getting out of seat without permission (unless this is part of agreed class routine) <input type="checkbox"/> 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"> <input type="checkbox"/> Infringing Golden or school rules (e.g. on dress, pupil behaviour) <input type="checkbox"/> Verbal abuse towards other pupils (offensive or insulting remarks) <input type="checkbox"/> General rowdiness or mucking about <input type="checkbox"/> 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 reflection 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>Two more warnings result in level 3 behaviour</p> <p>File form in class behaviour file. Incident reported on CPOMS</p>
<p>Level 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Persistently infringing class or school rules (e.g. on dress, pupil behaviour) <input type="checkbox"/> Continued verbal abuse towards other pupils (offensive or insulting remarks) <input type="checkbox"/> Continued general rowdiness or mucking about <input type="checkbox"/> 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.</p> <p>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"> <input type="checkbox"/> Physical aggression towards other children (e.g. punching, striking) <input type="checkbox"/> Extreme inappropriate behaviour <input type="checkbox"/> 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 by KS leader.</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"> <input type="checkbox"/> Persistent bullying <input type="checkbox"/> Verbal abuse towards an adult (e.g. offensive, insulting, insolent or threatening remarks) <input type="checkbox"/> Physical destructiveness (e.g. breaking objects, damaging furniture) <input type="checkbox"/> Physical aggression towards an adult <input type="checkbox"/> 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</p> <p>The Governor's Discipline Committee considers the individual case for permanent exclusion and will endorse or reinstate.</p>	

In extreme circumstances, the school will consider placing a pupil on a Part Time Timetable as a protective measure for a limited period of time in conjunction with Parents/Carers and reviewed regularly.

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. Any period of exclusion 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 school's behaviour policy.

The School Council

Each class (Years 1 – 6) provides 2 representatives each term. 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. The school Council will meet monthly and minutes from the meeting are circulated to all classes and discussed during circle time.

SMSC (Spiritual Moral Social Cultural) JIGSAW

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 NQTs, 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 Leadership Team regularly reviews the effectiveness of our behaviour management policy and strategy. All staff and governors evaluate its effectiveness annually.

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 and invited to meet with staff. Initially this is likely to involve the class teacher and parent(s). However, in more serious cases the Special Educational Needs Coordinator 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
- Children's Services
- Park Educational Support Centre
- SAFE Space Counselling Service
- Other agencies as necessary

PSHCE (Personal Social Health Citizenship and Emotional)

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.	<ul style="list-style-type: none"> • Teachers • Assistants • Office staff • Site staff / Kitchen Staff 	<ul style="list-style-type: none"> • Boys • Girls • Parents • Volunteers • MSAs
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.	<ul style="list-style-type: none"> • Those younger than us • Boys/girls • The elderly • All staff • Children from different countries • Those with different religious beliefs • Those who have particular difficulties • Sexual Orientation 	
We take responsibility for ourselves and our property	<ul style="list-style-type: none"> • Dress ourselves • Put away our belongings 	<ul style="list-style-type: none"> • Wear school uniform • Always have our PE kit
We look after the property of others	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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"> • Follow instructions • Do not answer back 	
We solve our disagreements calmly and politely.	<ul style="list-style-type: none"> • No derogatory / profane language 	
We play safely in the areas set aside for us and do not	<ul style="list-style-type: none"> • Use the rota on display 	

interfere with the activities of others	<ul style="list-style-type: none"> • 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

Bullying:

Bullying is defined as 'behaviour by an individual or group, repeated over time that intentionally hurts another individual either physically or emotionally'. (DFE "Preventing and Tackling Bullying", July 2017)

The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks, mocking, offensive comments)
- indirect (spreading rumours, excluding someone from social groups)

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 prospectus 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/carers of children involved in incidences of a confidential and or explicit nature 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.

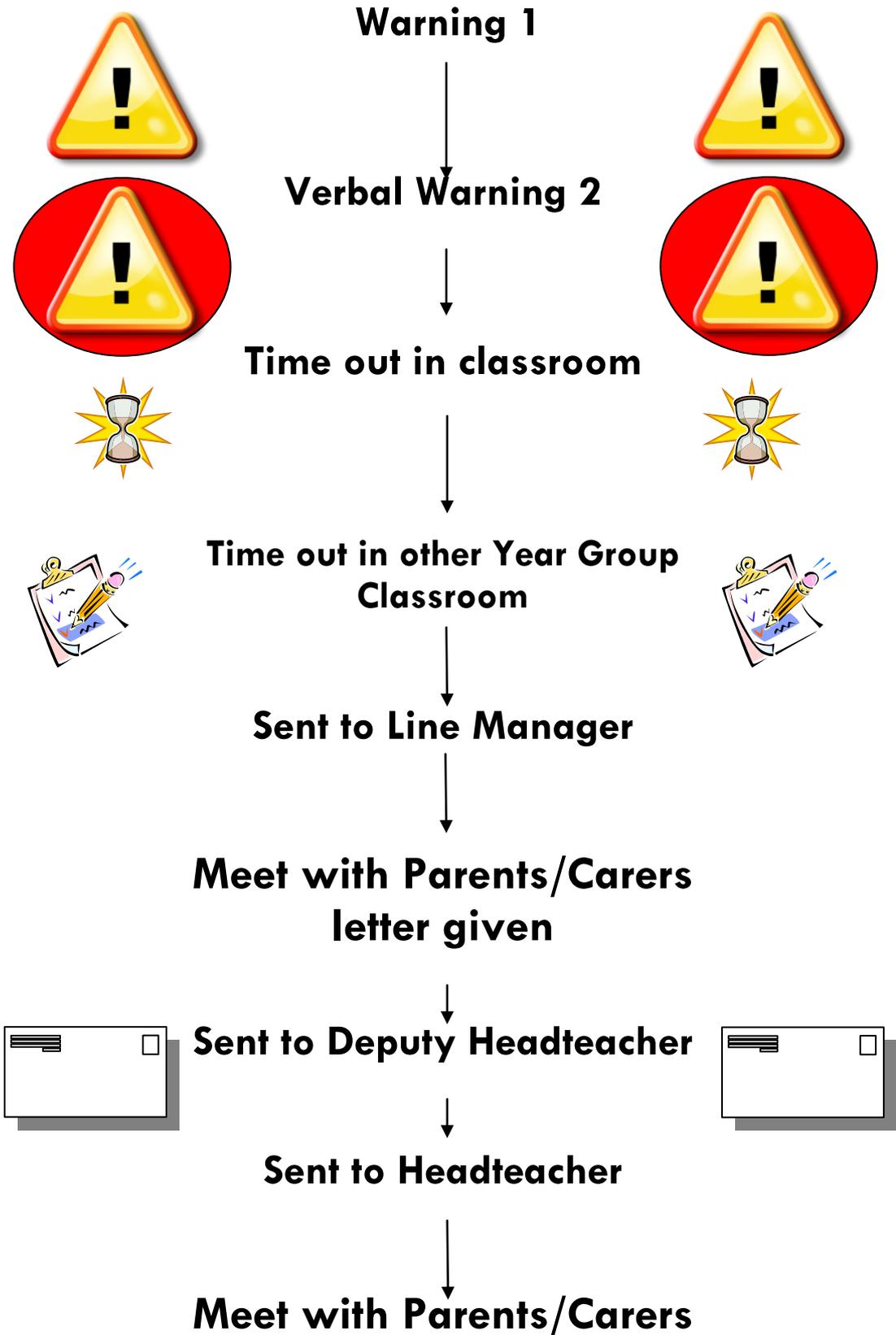
Any enquiries made by media representatives must be referred to the Headteacher and staff should not approach third parties, including the media, with any concerns. There are appropriate systems in school to deal with such matters.

Conclusion

This policy should be read in conjunction with:

- SEND policy
- Anti-Bullying Policy
- PSHCE 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

 Behaviour 





School Celebration

Winning house have a termly reward to be decided by school council

