

# Parklands Community Primary School

## Positive Behaviour Management Policy

Date	Review Date	Staff responsible	Nominated Governor
Sept 2018	Sept 2019	R. Flanders	A. Claydon

### FORMULATION OF THIS POLICY

This policy was formulated following a full review of the Behaviour Policy during the autumn term in 2012. The review involved all stakeholders, including pupils, teaching and support staff, parents and carers and lunchtime supervisory staff. This policy has been reviewed on an annual basis since the academic year 2012/13.

The policy, which takes account of the contributions of all stakeholder groups, has been formulated with discussion at every stage to secure agreement and consistent application by all.

### AIMS & EXPECTATIONS

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels safe, happy and secure.

The school strives to ensure that culture and ethos of the school is one in which, whatever the heritage, origins, disabilities or gender of members of the school community, everyone is valued and treats one another with respect. The United Nations Convention of the Rights of the Child underpins our school's core purpose, vision and values.

The school has a number of school rules, but the primary aim of the behaviour policy is as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- We expect every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour as it believes that this will help to create an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than deter anti-social behaviour.

This policy links to the vision and values statement which is revisited and reviewed on an annual basis.

## **VISION & VALUES STATEMENT**

### **Vision Statement**

At Parklands, we seek to give all children strong foundations from which they may become successful, independent learners for life. We seek to create responsible, respectful, resilient and curious citizens by broadening horizons, raising aspirations, enabling children to achieve their full potential and take pride in themselves and the contribution they can offer.

## **AIMS OF OUR SCHOOL**

### **What do we want the pupils of Parklands to leave our school with?**

- The best possible literacy and mathematical skills to prepare them for the world beyond.
- Good manners and respect – respect for themselves, respect for others and their property.
- An awareness of the risks they may face in the world beyond. An understanding of how to keep themselves safe, and demonstrate tolerance and compassion for others, including when using information and communication technology.
- Experience of taking responsibility and making a positive contribution in their own community demonstrating the skills to be a responsible citizen, including financial and personal management.
- Ambition and aspiration – self-awareness and the motivation to strive to be the best they can be, showing a willingness to take risks and resilience to keep on going despite obstacles they may face.
- Positive independent learning skills and self-motivation – adaptability and flexibility to solve problems; determination; curiosity and commitment.
- An honest sense of right and wrong, empathy and accountability for their own actions.
- Pride in themselves, their achievements, their community, their aspirations and talents.

### **What does every member of the Parklands team need to do to achieve this?**

- Have high expectations regarding behaviour and effort to support children in being the best they can be.
- Work collaboratively in school and with other agencies to keep all children safe.
- Adopt consistent approaches to teaching and managing behaviour across school.
- Be consistent role models for pupils, showing empathy, aspiration, tolerance, respect, enthusiasm, determination, commitment and resilience.
- Build strong relationships with parents and families based on trust, support and mutual respect.
- Ensure that children and their families are clearly and regularly informed about targets, progress, achievement, behaviour and how they can contribute to their child's success in school.
- Ensure that lessons are engaging, accurately differentiated, purposeful with consistently well-deployed adult support to ensure that children make progress and achieve.
- Ensure that children learn that they have rights and that the rights are universal and unconditional.

## **SCHOOL RULES**

**Our school rules have been formulated in consultation with the School Council. They are reviewed annually.**

1. Treat everyone with respect, how you would like to be treated.
2. Always listen, think and follow instructions.
3. Always tell the truth.
4. Keep our school tidy.
5. Show respect for school property.
6. Walk sensibly around school to keep everyone safe.
7. Never give up – be resilient.
8. Encourage others to keep on learning and do their best.

The school rules are displayed in every classroom and referred to on a regular basis to reinforce them.

## **Nursery Rules & Behaviour Management Strategies**

Nursery has their own set of rules which are aligned to school values but age appropriate. These are referred to as the Nursery Promises. The Nursery Promises are referred to on a frequent basis to reinforce behaviour expectations. The colour coded behaviour management cards are used by all staff in Nursery in conjunction with the Nursery promises and conflict resolution strategy.

The whole school behaviour policy symbols of the sun, moon, stars and cloud are also displayed in the Nursery classroom.

## **ROLES & RESPONSIBILITIES**

### **The role of the class teacher**

It is the responsibility of the class teacher to:

- ensure that the school rules and classroom charters are enforced in their class, and that their class behaves in a responsible manner all of the time.
- demonstrate high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- treat each child fairly and enforce the behaviour policy consistently.
- ensure that any records of incidents they deal with are placed in the Behaviour File within three working days of the incident occurring
- consistently apply this policy.

## **The role of Learning Mentors**

It is the responsibility of the Learning Mentors to:

- demonstrate high expectations of the children in terms of behaviour.
- treat each child fairly and enforce the behaviour policy consistently.
- ensure that any records of incidents they deal with are placed in the Behaviour File within three working days of the incident occurring.
- work alongside class teachers to support pupils who demonstrate challenging behaviour.
- liaise with the Inclusion Manager to access additional support from external agencies for pupils with emotional and behavioural difficulties.
- lead Nurture sessions / activities to develop social skills and promote positive behaviour.
- assist with developing and implementing Individual Behaviour Plans where deemed appropriate.
- develop active partnerships with parents/carers to support children with emotional and behavioural difficulties.
- monitor that appropriate targets and rewards have been documented in Behaviour Achievement Record books and on Behaviour Contracts.
- consistently apply this policy.

## **The role of teaching assistants & support staff**

It is the responsibility of teaching assistants and support staff to:

- ensure that the school rules and classroom charters are enforced.
- demonstrate high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- treat each child fairly and enforce the behaviour policy consistently.
- ensure that any records of incidents they deal with are placed in the Behaviour File within three working days of the incident occurring.
- consistently apply this policy.

## **The role of midday supervisors**

It is the responsibility of midday supervisors to:

- ensure that the school rules and classroom charters are enforced.
- demonstrate high expectations of the children in terms of behaviour.
- treat each child fairly and enforce the behaviour policy consistently.
- record any incidents of misbehavior in lunchtime record books and ensure that these books are reviewed on at least a weekly basis.
- discuss any serious incidents with the child's class teacher, Deputy Headteacher or Headteacher within two working days of the incident occurring.
- issue raffle tickets to children making good choices during the lunchtime period.
- consistently apply this policy.

## **The role of the Special Educational Needs Coordinator**

It is the responsibility of the Inclusion Manager to:

- Ensure that staff are aware of children with specific difficulties which may require additional behaviour support, reward or behaviour management strategies.
- seek advice and guidance from professional agencies if concerns are apparent regarding the behaviour of individual pupils.
- ensure that advice and guidance from professional agencies regarding the behaviour management of individual pupils is communicated to all appropriate staff.
- monitor that appropriate targets and rewards have been documented in Behaviour Achievement Record books and on Behaviour Contracts.
- contribute to the review of the Behaviour Management Policy on an annual basis to ensure that it meets the needs of all pupils.
- lead the Behaviour Working Party, reporting to the Board of Governors verbally or in writing on a termly basis.

### **The role of the Behaviour Working Party**

It is the responsibility of the Behaviour Working Party, under the leadership of the Inclusion Manager, to:

- Monitor trends of behaviour across the school.
- report to the Board of Governors regarding strategies utilised at the school to promote positive behaviour.
- maintain an overview of issues relating to behaviour including the opinions of a range of stakeholders including teaching, support and midday staff, pupils and governors.
- contribute to the development of whole school policy and protocol relating to positive behaviour management.

### **The role of the Headteacher**

It is the responsibility of the headteacher to:

- Implement the school behaviour policy consistently throughout the school and to report to Governors when requested on the effectiveness of the policy.
- ensure the health, safety and welfare of all children in the school.
- support the staff in the implementation of the policy.
- maintains records of all reported and investigated incidents of misbehaviour.
- report the termly behaviour analysis statistics to the Governing Body.
- consistently apply this policy and ensure that it is consistently applied by all school staff.

The headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious incidences of misbehaviour, the headteacher may permanently exclude a child. These actions are only taken after the Chair of Governors has been notified and are undertaken in accordance with local policy and procedures as outlined in the Exclusion Policy.

### **The role of parents/carers**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support the child's learning and to co-operate with the school as set out in the Home School Agreement.

We try to build a supportive dialogue between the home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour. Where parents are contacted as their child has completed three or more Behaviour Reflection forms in one calendar month, we expect that parents will support the school in investigating the reasons for this.

If the school has to apply sanctions, parents are asked to support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Headteacher. If the concern still remains after contacting the Headteacher, they should then contact the school Governors. If these discussions cannot solve the problem, a formal grievance or appeal process can be implemented in line with the school Complaints Policy.

### **The role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in implementing this policy.

### **ADDITIONAL PROVISION**

We operate a club facility to support children who find unstructured periods such as playtime and/or lunchtime challenging. The clubs are supervised by teaching assistants and support staff.

Pupils may be referred for the clubs through teacher or learning mentor recommendation.

Attendance at clubs is not a punishment but an opportunity to support children in a positive environment.

A code of conduct for Lunch Club regarding the use of resources and equipment has been formalised and this is displayed in relevant locations around school or available on request from a learning mentor.

### **HOME/SCHOOL AGREEMENT**

When children join Parklands School, they are issued with a copy of the Home School Agreement document. This sets out the responsibilities of pupils, parents/carers and school staff.

The Home School Agreement aims to secure active partnerships between home and school to support the social and academic development of pupils. The Home School Agreement is reviewed on an annual basis at the start of the academic year.

## **REWARDS**

At Parklands we employ a variety of positive reward strategies to encourage and promote positive behaviour choices.

Feedback is sought from pupil forums on a regular basis to enhance the range of rewards to increase and maintain children's motivation.

The reward strategies utilised are recorded below:

- Raffle tickets issued by Lunchtime Supervisors and House Captains to promote positive behaviour during lunchtimes.
- Moon, Cloud, Sun and Star pictures in every classroom to encourage children to avoid passive behaviour and aim to demonstrate core values of resilience and responsibility in their learning and conduct.
- Headteacher awards are given where children have demonstrated enthusiasm or resilience in independent working at home, for achievement and commitment to clubs and activities inside school or beyond, or where children demonstrate a core value of kindness, respect, responsibility or resilience.
- Dojos – Dojos are awarded for positive learning behaviour. Dojos can be awarded by class teachers or adults working with children in school. Dojos are awarded for specific behaviours such as managing distractions or being absorbed in learning linked to Building Learning Power principles. When a child achieves one hundred dojos, they receive a certificate.
- Gold Awards. Children who are recognised for Gold awards each week receive a reward and certificate in our Celebration Assembly. Gold awards are issued by class teachers in recognition of demonstration of qualities such as kindness, effort or perseverance.
- Letter home – where children represent the school (i.e. hosting visitors to Parklands) a letter of commendation may be sent to their parents/carers.
- In some classes, Superstar Reader awards are provided for children who show commitment to reading at home.
- Certificates to acknowledge particular efforts children have shown to improve the quality of the presentation of their work or effort in particular areas of the curriculum including during Read Write Inc. sessions or Basic Skills lessons.
- Portfolios of excellence and progress. Every child at Parklands has a portfolio which is a record of their achievements as they progress through the school.

Pupils will update and review their portfolios on a regular basis to develop pride and self confidence.

- Positions of responsibility in school. We seek to offer children as many opportunities as possible to make a positive contribution to the school community by taking on roles such as House Captains and School Councillors in order to enhance their personal confidence and self esteem.
- Class based community awards – pupils work together in class to earn a class based reward which has been agreed by pupils with their individual class teachers.
- Punctuality and attendance are rewarded on a termly basis. Pupils are awarded a certificate and those with excellent attendance throughout the year enjoy an additional treat in the summer term.

## **SANCTIONS**

Where a pupil at Parklands Community Primary School makes behaviour choices which fall below expectations, sanctions will be applied.

For children with particular behavioural challenges, sanctions may be slightly modified in accordance with advice received from external professionals (i.e. the Educational Psychology service or the Behaviour Support Team) and the child's Individual Behaviour Plan.

The following sanctions will be applied as appropriate:

- Loss of free time (predominantly during lunch breaks). During this time, the pupil may be required to complete work they should have done in class, produce pictures/letters of apology or complete Behaviour Reflection forms to an acceptable standard.
- Contact with home where a child has been involved in a serious incident or completed more than three Behaviour Reflection forms in one calendar month.
- Discussion with pupils where they have completed two Behaviour Reflection forms within one calendar month.
- Completion of Behaviour Reflection form in conjunction with any appropriate messages of apology.
- Withdrawal from activities such as whole school rewards.
- Withdrawal from the classroom environment.
- Withdrawal from opportunities to represent the school at events and activities off the school site.

- Where there are concerns regarding the impact of a child's behaviour on their own health or safety, or the health and safety of other children in their class/group or school staff, participation in curriculum activities on or off site may be subject to review in conjunction with parents/carers.
- Temporary or permanent suspension of positions of responsibility.
- Fixed term or permanent exclusion.

## **FIXED TERM & PERMANENT EXCLUSIONS**

In line with Department for Education guidance *Exclusions from maintained schools, Academies & Pupil Referral Units in England*, a decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

On disciplinary grounds, a pupil may be subject to permanent exclusion or excluded for one or more fixed periods for up to forty-five days in one school year. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases, the legal requirements in relation to exclusion still apply.

The decision to exclude a pupil is taken by the Headteacher.

If the headteacher excludes a pupil, they must inform parents immediately, verbally then followed in writing, giving reasons for the exclusion, the period of the exclusion and the parents' right to make representations about the exclusion to the Board of Governors.

At Parklands, the Headteacher notifies the governing board and the local authority of the exclusion of a pupil on the day the decision is made. Notifications include the reason for the exclusion and the duration of any fixed period exclusion.

The board of governors has a duty to consider parents' representations about exclusion. A summary of the duties of the governing body's duties to review the head teacher's exclusion decision is attached as Appendix A.

The Exclusions Policy provides further information regarding procedures for the exclusion of pupils at Parklands Community Primary School.

## **WHOLE SCHOOL STRATEGIES FOR MANAGING INCIDENCES OF POOR BEHAVIOUR**

Strategies for managing behaviour have been formulated taking account of the views of all stakeholders at Parklands Community Primary School.

This document outlines the actions which staff must undertake if dealing with a variety of situations.

All staff are expected to ensure that a consistent approach is operated by all.

### **MONITORING**

Any child who is consistently struggling to follow this policy will be provided with an Individual Behaviour Plan. This plan will be developed during a meeting with the child, learning mentor, class teacher and parent/carers. The plan will incorporate recommendations and advice provided by external professionals. Sanctions, rewards and procedures for dealing with behaviour outlined in this policy may be modified to meet the needs of children where appropriate and agreed by all relevant parties although the expectation remains that pupils will work hard to behave in accordance with school rules.

The school keeps a variety of records of incidents and misbehaviour.

Lunchtime Supervisors maintain notebooks in which incidents occurring during lunchtimes are recorded. These are monitored on a weekly basis by the Headteacher or Deputy Headteacher. Any incident requiring immediate intervention is verbally brought to the attention of the Headteacher or Deputy Headteacher immediately.

Behaviour Reflection Forms are completed to encourage the child to consider, acknowledge and rectify behaviour choices. A supply of these forms is held in every classroom, the Smile Studio and the school office. Completed forms are held in a folder in the headteacher's office. A weekly audit of the forms completed is undertaken and a record of statistical information maintained. This information is shared with the headteacher, Learning Mentor team and staff on a weekly basis.

Where a child has completed more than three forms in any one calendar month, contact will be made by a member of the Leadership Team with the child's parents/carers to discuss the issue and to work together to encourage positive behaviour. Actions may include additional monitoring of behaviour in school, learning mentor intervention or specific arrangements for working in a designated location for specific sessions.

Where a pupil is completing more than three forms per calendar month or their behaviour is a cause for concern, they may be provided with a Behaviour Achievement Record to facilitate additional monitoring and analysis.

A Behaviour achievement record should only be implemented following a meeting with parents and the pupil to secure agreement regarding the targets to be set, reward to be allocated and a follow up review meeting.

There are two types of Behaviour Record in operation:

- Behaviour Achievement Record books (yellow cover) are operated for pupils where we intend to build up a long term record of behaviour.
- Behaviour Achievement Record books (orange cover) are implemented on a short term basis with the intention of rectifying poor behaviour within a short timescale. These record books should be implemented for a period of no more than two calendar months.

Where a pupil's behaviour remains a cause for concern despite intervention with a Behaviour Achievement Record (orange cover), a Behaviour Contract may be drawn up. (Appendix B). A Behaviour Contract should only be implemented following discussion between parents/carers, the child, Learning Mentors and the Inclusion Manager or Headteacher. Targets recorded on the Behaviour Contract should mirror the targets in the Behaviour Achievement Record. The review period for a Behaviour Contract should be no longer than one calendar month and the review process should include all stakeholders (parents, Learning Mentor staff and pupil).

Behaviour Reflection forms are analysed on a half termly basis to monitor trends, identify issues relating to individual pupils, classes or cohorts and for child protection purposes.

This analysis is reported to staff and the Governing Body to support accountability and facilitate evaluation of actions taken to improve behaviour and conduct.

All staff have a responsibility for ensuring that Reflection forms are completed to a satisfactory standard and ensuring that this policy is consistently applied.

ABC sheets may be completed by staff following an incident of poor behaviour to outline details of the incident and action taken.

The Headteacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

## **POLICY REVIEW**

Internal strategies for dealing with particular situations will be reviewed with staff on a six monthly basis.

The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this based on local, national and Behaviour Working Party directives.