



Policy for Behaviour Management

Mission Statement

Parkfield Primary School is a place where we recognise and value the diversity of qualities each person brings to the school. We seek to foster an enthusiasm to learn, within a calm, purposeful environment in order to develop the full potential of all.

Review Date: December 2019

Parkfield Primary School - Behaviour Policy

Aims

At Parkfield Primary School we aim to create a caring, positive and inclusive learning environment. Underpinning this aim are the principles of good behaviour, mutual respect and health and safety. All who work in our learning community have the right to respect, fairness and equality of opportunity as set out in the school's ***Equal Opportunities Policy***. We teach these principles through our example, our application of this policy and through the curriculum. We aim to be an inclusive school, offering all children the opportunity and support needed to attain high self-esteem, good behaviour and to feel valued as citizens of our learning community.

Positive Behaviour Management

We operate a system of positive behaviour management at Parkfield Primary School supported by Circle Time and PSHE.

Research shows that pupils respond best when adults use a ratio of at least 3 to 1 in favour of praise compared to sanctions. Staff should monitor their use of praise and sanctions to reflect this balance. Pupils deserve the opportunity to be listened to and encouraged to develop positive relationships with teachers and with each other.

Using the principle that *'what we notice we get more of'*, staff and pupils are encouraged to use the strategy of *'catch them being good'* and highlight and reward positive behaviours. It is often more useful to use this method than to draw attention to low level misdemeanours which can be modified by emphasising the positive. Setting high expectations and clear behaviour targets, and recognising moments when pupils meet those targets, helps pupils to learn the behaviours expected of them, to raise their self-esteem and to recognise their successes.

Pupils should be encouraged to develop intrinsic self-discipline. Questions such as *'How should you be sitting?'* are more effective in the longer term in producing positive behaviours than a list of instructions imposed by the teacher. Where pupils are set targets for behaviour, these should be framed in the positive: *'To remain quiet and listen'* will be a more effective target than *'To not shout out or interrupt'*.

All classes give time during the week to PSHE activities. This is an opportunity to discuss aspects of behaviour, to listen to pupils' points of view and to celebrate successes in order to raise self-esteem.

At Parkfield we recognise the contribution that high quality teaching and learning makes to maintaining positive behaviours and high standards of discipline. High levels of engagement with the curriculum, motivation to learn and do well and

recognition of academic success for all pupils and groups of pupils is crucial to generating virtuous circles of achievement and personal growth. The school's **Teaching and Learning Policy** sets out how we work to be successful in each of these factors.

Rules, rewards and sanctions

We believe it is important for pupils to have ownership of the rules applied throughout the school. Pupil and staff members of School Council will frame the *School Rules*, revising these from time to time as necessary. These rules will be displayed prominently throughout the school.

Parkfield has 5 First Class Behaviour Rules which are;

1. I will follow instructions first time
2. I will have and use kind feet, kind hands, and kind words
3. I will always try my best and take pride in my work
4. I will look after my school and the people in it
5. I will always tell the truth

All classes should use *circle time* to develop a set of *First Class Behaviour Rules* for the class which should be signed by pupils and staff and clearly displayed within the classroom. The rules should be written as “*Dos*”, representing positive behaviours rather than “*Don'ts*” representing negative behaviours. These *First Class Rules* inform praise, rewards and sanctions.

It is vital to recognise that good behaviour leads to a more effective and positive learning environment and thereby saves learning time which would otherwise be wasted in dealing with interrupted learning and negative behaviours. As such pupils who follow the *First Class Behaviour Rules* will be rewarded with a session of *First Class Fun Time* at the end of the week in which they are rewarded with the opportunity to engage in a learning activity of their choice. All classes should use ‘Class Dojos’ to celebrate pupils’ achievements in behaviour and a *First Class Behaviour chart* so children are aware what warning stage they are at.

Teachers are encouraged to provide a balance of learning opportunities across the curriculum over the year during *First Class Fun time*. This independent learning is important in its own right and reflects the time saved by good behaviour. Those pupils who waste time through negative behaviours and therefore lose their *First Class Fun Time* will use this time to reflect on targets for improvement and will be given advice and support to help them achieve those targets.

In order to promote a collective and supportive team effort to maintain high standards of behaviour, each class has a *First Class Behaviour chart* which provides a visual record of current behaviour standards.

Self-discipline requires that we ask pupils to make choices about their behaviour. The language we use should clearly reflect the choice we would like the pupil to make and the consequences that will follow if a negative behaviour choice is made.

Whenever appropriate behaviours are observed then house points can be awarded, 1 or more depending on the excellence of the behaviour; or children are awarded with a sticker on their reward card. Children will record house points on the provided chart.

A behaviour chart will be on the wall with every child showing a GREEN 'I'm a *FIRST CLASS* Winner' card.

When children show appropriate good behaviour their card can be changed to BRONZE, SILVER then GOLD depending on the extent of the good behaviour.

Alternatively:

When a child repeatedly breaks a rule they are warned and put onto a 1st warning YELLOW, children will place the appropriate warning card in the chart. If behaviour persists then the child will move onto their 2nd warning YELLOW, then 3rd warning RED. When the child reaches red then they lose 5 mins of their *FIRST CLASS* fun time.

For children who are deemed to have 'special behaviour' issues then they will follow the same procedure, on the same chart, but their goal will be 10 mins *FIRST CLASS* fun time at the end of the day. If these children get to a red card they lose time in increments of 2 mins

Children who show First Class Behaviour after gaining a warning may at any time reverse the procedure

RED to 2nd Warning (orange) to 1st Warning (yellow) to GREEN

This procedure repeats until the child loses all 30 mins of their *FIRST CLASS* fun time.

Through this system of positive behaviour management and discipline we aim to develop a progression in maturity, responsibility and self-discipline through the school.

Lunchtime Behaviour

As far as possible, the same system of rules, rewards and sanctions will apply during lunchtime as at any other time of the school day. Dinnertime supervisors will be given opportunities for professional development as required and through the senior supervisor may raise concerns or make suggestions for maintaining and improving good behaviour at lunchtimes.

Hierarchy of Rewards

At Parkfield Primary School we use a range of rewards to reflect good work, effective learning and good behaviour:

- Verbal praise
- Stars, stickers, prizes
- Raffle tickets for weekly raffle
- Earned First Class Fun Time
- Merit Points
- Visit to another teacher
- Visit to Headteacher
- Star Pupil awards

Hierarchy of sanctions (consequences)

When pupils break rules and disrupt learning we operate the following hierarchy of sanctions:

- Verbal warnings then change of behaviour card – See system previously mentioned
- Time out in class / on playground
- Referred to Leadership Team Member
- Phone call home
- Sent home
- Modified timetable
- Fixed period exclusion
- Permanent exclusion

Stages of concern / intervention

In order to make clear to pupils the consequences of serious or persistent poor behaviour, we have a series of stages of concern and interventions:

- **Stage 1** – persistent poor behaviour, one-off serious misdemeanour, headteacher involvement
- **Stage 2** – initial targets not met, persistent negative behaviour continues, serious misdemeanours continue, health and safety of staff or pupils at risk – school action level

- **Stage 3** – despite school action, behaviour plan targets not met, persistent negative behaviour continues, serious misdemeanours continue, persistent or serious risk to health and safety of staff or pupils – school action plus level, external support involved
- **Stage 4** – despite school action and external support persistent negative behaviour continues - Modified timetable agreed with parents/carers for a fixed period with clear criteria established for return to full-timetable
- **Stage 5** – despite school action, external support and a modified timetable, persistent negative behaviour continues - Exclusion procedures begin towards temporary exclusion.
- **Stage 6** – despite school action, external support, a modified timetable and/or temporary exclusion, persistent negative behaviour continues - Exclusion procedures begin towards permanent exclusion.

All staff, pupils and parents/carers at Parkfield will do their utmost to avoid stages 4, 5 and 6 as these will lead to intervention that will seriously affect a pupil's learning and progress. Intervention to prevent exclusion is our priority and these actions are listed in appendix 1. The school will undertake regular behaviour audits to establish which pupils are on the continuum above.

Anti-bullying policy

Anti-bullying strategies are an important element at Parkfield in maintaining a secure and safe learning community. The school's Anti-bullying Policy sets out our strategies.

Restraint & handling policy

Circumstances may arise where it becomes necessary to physically control or restrain pupils. The ***Restraint and Handling Policy*** clarifies what measures are acceptable and what are not and in what circumstances.

Record Keeping

Records are maintained within the school to monitor behaviour at school, class and individual levels.

- The school maintains an audit of pupils at the different stages of concern and uses this data to plan class groupings, support and interventions.
- Lunchtime supervisors are requested to inform the class teacher or senior staff if a pupil exhibits serious misbehaviour or persistent bad behaviour.
- Class teachers and the school leadership team keep diaries of incidents to use as evidence when necessary.

Partnership with Parents/Carers

We recognise the crucial role that parents/carers play in promoting the good behaviour of their children in school. We welcome the involvement of

parents/carers in all aspects of our work to engender high standards of behaviour in school.

- Parents/carers and pupils are asked to sign our Home/School Agreement which sets out expectations and guidance.
- We endeavour to keep parents/carers informed about their children's behaviour both positive and negative, through termly consultations, reports, notes, certificates.
- We will make a prompt appointment if parents/carers wish to discuss a concern.
- When a problem needs to be discussed parents/carers are invited into school and when necessary targets set.

Complaints Procedures

When a parent/carer has a concern about their child, the first course of action should be to discuss the matter with the pupil's teacher at termly parent consultation evenings; at a prearranged date and time or through informal contact as appropriate. If the matter is not resolved, the parent/carer will be given the opportunity to speak to a member of the school leadership team and/or the Special Needs Co-ordinator as appropriate.

Action will be taken as follows:

- The concern or complaint will be recorded and investigated promptly.
- If warranted, action will be taken to address the concern or complaint and the parent/carer informed of the outcome.
- If the concern or complaint does not warrant further action by the school, the parent/carer will be informed.
- If a parent/carer does not agree with the outcome then they will be directed to the school website where the policy for complaints is located.

Evaluating success

The school will carry out Behaviour Audits. The audit will be based on the following approaches:

- Staff views and perceptions – determined by questionnaires and selected interviews
- Pupil's views and perceptions – determined by questionnaires, pupil attitude surveys, observations and through School Council
- Parents/carers and governors views and perceptions – determined by questionnaires and selective interviews
- Observable pupil and staff behaviour – determined by observation activities
- Review of appropriateness of documentation – determined by examination of documentation
- Review of quantitative data

This will focus on the following areas:

- Whole school principles and policies

- Organisational factors which influence pupil behaviour
- Policy into practice
- Support systems for staff
- Support systems for pupils
- Monitoring, evaluation and problem solving

This will give the school a clear picture of its strengths and weaknesses and a baseline from which to measure improvement.

Pupil attitudes to self and school will be measured by questionnaire. This will also provide a measure of strengths and weaknesses and a baseline from which to progress.

All pupils will be assessed in relation to our stages for concern for behaviour. Successful development of our practice should lead to fewer pupils causing concern. We wish to minimise the use of modified timetables and exclusions through the application of our principles, policies and practice.

A key result of improved behaviour will be higher academic standards as pupils improve their response to the curriculum, their engagement and their motivation.

Policy Review

This policy was revised and approved by LGB in October 2018. The policy will be reviewed in December 2019.

Appendix 1 - Stages of concern & interventions

- **Stage 1** – persistent poor behaviour, one-off serious misdemeanour
 - Leadership team informed
 - initial targets set for child usually verbally at this stage
 - parents/carers may be consulted
 - evidence gathered
- **Stage 2** – initial targets not met, persistent poor behaviour continues, serious misdemeanours continue, health and safety of staff or pupils at risk
 - Leadership team kept informed
 - Parents/carers will be consulted
 - A formal written behaviour plan with revised targets and success criteria agreed with pupil and parent/carer and monitored by class teacher will be initiated
 - Pupils and parents/carers will be shown stages of concern as stepping stones towards or away from exclusion
 - Consequences of improvement or lack of improvement will be made clear
 - Pupil placed on Additional Support Plan
 - Further evidence gathered
- **Stage 3** – behaviour plan targets not met, persistent behaviour continues, serious misdemeanours continue, persistent or serious risk to health and safety of staff or pupils
 - Further consultation with parents/carers and pupil
 - Formal written warning given with fixed timescale and targets.
 - Pupils and parents/carers will be reminded of stages of concern as stepping stones towards or away from exclusion
 - Consequences of improvement or lack of improvement will be made clear
 - Referral to LA behaviour support teams - external support agencies involved (e.g. SIPS worker).
 - Evidence continues to be gathered.
- **Stage 4** – Modified timetable stage
 - Modified timetable agreed with parents/carers for a fixed period with clear criteria established for return to full-timetable
 - Support and monitoring continues as at previous stage
- **Stage 5** – Temporary exclusion stage
 - Exclusion procedures begin towards temporary exclusion in accordance with DfE and LA guidelines.

- Fixed period exclusion term communicated to parents/carers with clear criteria established for return to full-timetable
 - On return support and monitoring continues as at previous stage
- **Stage 6** – Exclusion procedures begin towards permanent exclusion.
 - Exclusion procedures begin towards permanent exclusion in accordance with DfE and LA guidelines.