

Parklands Community Primary & Nursery School



Behaviour Policy

September 2023

Positive behaviour is an essential ingredient of an effective school. We are always aware that we share responsibility with the parents/carers for the children at our school, and make every effort to provide the care which any responsible parent would be expected to make. Relationships between staff and pupils are critical. Our staff have a professional love for the pupils in their care. Staff take every opportunity to get to know their pupils so that they can develop strong and meaningful relationships.

At Parklands Community Primary & Nursery School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We achieve this through visible consistency which is tightened through three simple rules, referred to and used regularly by all adults working in school.

Ready Respectful Safe

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents/carers to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of both safeguarding, and of pupils with Special Educational Needs and Disabilities (SEND). The SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Aims of the Policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children are ready, respectful and safe.

Objectives

For children to show:

- Self-respect
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

School Parliament

The purpose of the School Parliament is to encourage mutual respect between members of the school community, to help develop strong values and attitudes, and to enable all pupils to share their views and opinions.

Each year group, from Y1-Y6, elects two of their peers to represent their class. The communication from each year group, via their representatives, leads to discussions, which reflect group feelings and opinions. The School Parliament are responsible for making decisions about all aspects of school life, which affect all pupils. Having contributed to the decision making process through their representative, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This, in turn, contributes to improving behaviour, helps to prevent bullying and encourages trust and teamwork.

Before & After-School Club

Our Before and After-School Club maintain the same high expectations of behaviour as we have during core school hours. Unwanted behaviours are addressed through a verbal warning, which could lead to 'Time Out'. During this time, pupils sit within the room, but not partaking in activities. Lower level behaviours would not be reported to parents/carers at pick-up, however more significant poor behaviour must be.

SEND / Vulnerable Pupils

We acknowledge that our behaviour systems will not work for ALL pupils. Treating all children the same is not equality. We know that some children may need different strategies, rewards and sanctions and these will be discussed with the pupil, parents, class team, Learning Mentors, and Inclusion Manager so that all children have a system to follow which is motivational, realistic and achievable.

Relentless Routines

1. Meet & Greet; End & Send

At the start of the day, pupils are greeted as they enter the classroom by a staff member. Pupils are greeted individually. This helps to form the bedrock of trusting relationships.

At the end of every day, a staff member will ensure that they personally say goodbye to every child as they leave the classroom.

There are also clear expectations in relation to transition times within school (e.g. at the beginning and end of break time). Staff will ensure that they have established routines that enable children to return to learning calmly after breaks.

2. Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and **all** efforts are valued.

1. **Verbal comments of specific praise** are given regularly by all members of staff. We aim for them to be specific, clear and sincere.
2. **Celebration Assemblies** are held weekly to celebrate achievement and effort in their work, reading and birthdays. Parents are encouraged to attend.

Gold Award - Each week staff choose one pupil from their class to receive a 'Gold Award' certificate in Celebration Assembly. These pupils will receive a certificate stating what they have done to achieve this award and the teacher will talk about/show some of the pupil's work. These certificates are awarded for work within the classroom, rather than personal/social endeavours.

Special Certificates - Each week, staff choose one pupil from their class to receive a certificate for either reading, writing and/or mathematics and TTRockstars in Celebration Assembly.

Certificate Prize Draw - Gold award winners are entered into a prize draw, one of them winning a book during the assembly.

Other celebrations - As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

3. **Class King/Queen and VIPs** - Every morning and every afternoon, two children are selected to be a King or Queen (Year 1). These pupils have shown qualities in their learning, including behaviour for learning. When a King or Queen is selected, they are provided with a crown. Selected Kings and Queens and VIPs for the day are given a 5-minute reward at the end of the day before going home. Friday's King or Queen are selected based on learning qualities observed during the whole week.
4. **Praise Postcard/Phone Calls Home** - At least once a half term, teachers will choose a pupil from their class who has gone above and beyond. A surprise postcard is completed and posted home or a phone call home is held so that parents/carers receive information from the teacher and can celebrate their child's achievement.
5. **Enrichment** - This takes place for Years 1 - 6 (see Relentless Routines - Section 4).

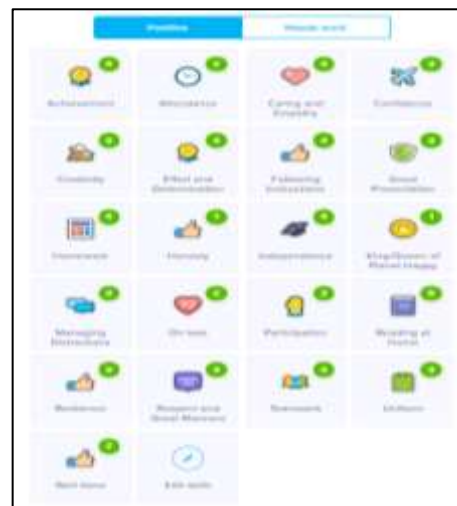
‘Always children’

Pupils seen to be consistently ready, respectful and safe, are known as ‘always children’. They are the children who always do the right thing and always work hard. To reinforce and celebrate their behaviour to both themselves and others, they are allowed to wear their own clothes on a given day chosen by their class teacher as well as an activity arranged by School Parliament and/or the Senior Leadership Team.

3. Class Dojo

Across the school from Nursery to Year 6, points are awarded on Class Dojo (<https://www.classdojo.com>) for making positive choices. These behaviours are labelled on the system to reinforce them. All our points are awarded **reflect are school rules of being ready, respectful and safe**. The points system aims to develop positive pupil attitudes and responsible pupil behaviour.

Children collect their Dojos and can decide when to ‘cash them in,’ before reverting to zero Dojos again. They buy for prizes worth 50, 100, 250, or 500. These prizes range from a range of stationery & books to prizes that money can’t buy such as an extra play for their class.



In Years 2 to 6 and from Year 1 when the class teacher feels they are ready, negative choices lead to a deduction of points on a parallel Class Dojo system. Each day all pupils start the day again on zero. It is important to note that no child will end a school day on negative points. Points earned within each day are rounded to the nearest 10, divided by 10 and placed onto reward Dojo page (e.g – a pupil ending the day on 38 dojo will receive 4 dojo points that are eligible to ‘cash in).



If possible, a warning should be provided to those who are demonstrating negative behaviour choices prior to points being deducted. This enables the child to correct their behaviour independently. A maximum of two negative action skills should be removed at any one time so that the child is clear on how they went wrong. **Staff need to be consistent, fair and firm** in the awarding/deducting of points in order to protect the effectiveness and integrity of the points system.

The Class Dojo system’s automatic daily, weekly and termly totals are used to inform the class and individuals of their behaviour over time. This is reported on during assemblies, reports and messages to parents regarding pupil’s behaviour and achievement throughout the week.

4. Enrichment

On Friday afternoons, pupils in Years 1-6 who have achieved 90% or more positive Dojo points throughout the week, engage in Enrichment time. Enrichment gives children opportunities to try new and varied activities to further broaden the curriculum, develop character and cultural capital, resilience and motivation and encourage them to pursue wider goals. Those who are under the 90% threshold use this time to reflect on their choices (using the Dojo software) and complete any unfinished work from within the week. This enables those who have consistently behaved to feel recognised.

Behaviour consequences – Praise in Public, Reprimand in Private

If a pupil is making poor choices, remind them of expectations. This can be without words, such as pointing to your own eyes to indicate you need them to focus on you.

If you can quietly talk to the pupil, for example, “Are you ok? Do you know what you’ve got to do? Do you have all the equipment you need?”

Alternatively, identify a pupil within the class or group who is doing the right thing and publicly celebrate them. For example, “You are sitting so smartly. I can see you are listening.”

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded in a ‘Bound and Numbered’ book and recorded on CPOMs. If this doesn’t work, follow these steps:

Reminder	Remind the child of our school rules: “Ready, Respectful, & Safe”. Deliver this privately wherever possible.
Warning	<p>Give a clear verbal warning, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>“Think carefully about your next step. If you continue, you will need to see me at break/lunchtime.”</p> <p>In Years 1-6 use the ‘warning’ function on the class Dojo system.</p>
Time Out	<p>**See De-escalation section below for inappropriate behaviours that constitute a time out.</p> <p>If the child continues to make poor choices, use the 30 seconds script (see below).</p> <p>The child will need to stay behind at the end of the session, even if they now engage (this cannot be removed, reduced, or substituted). Make a note.</p> <p>KS1 Time out = 5 minutes</p> <p>KS2 Time out = 10 minutes</p>
Removal of Class Dojo points	<p>As a consequence for negative behaviour, points are to be deducted on the ClassDojo system. If staff believe removal of ClassDojo points will increase likelihood of continued inappropriate behaviour, this can also be discussed during repair stage. Regardless of when this occurs, it is important that points are removed as to protect the effectiveness and integrity of the points system.</p>

	No more than two negative actions skills should be selected at one time and no child will end a school day on negative points. Early Years – Immediate time out 1-3 minutes as (as and when required)
Calming time	The child may need a few minutes to calm down, breath and look at the situation from a different perspective. This could be in the class calm area, or out of class if necessary.
Repair	Use the repair script (see below). Log on CPOMS, including the amount of break time missed. If, after using the script and being given a chance to calm down, the child continues to make poor choices, they will miss their entire next break.

If a child needs to catch-up on work, it may be sent home following a phone call to parents/carers. The child may also stay in at break time in order to complete it to a satisfactory standard. Time to complete any unfinished work can also be achieved through enrichment time if they are under the 90% threshold on ClassDojo.

30 seconds script

Limit formal one-to-one interventions for poor behaviour in class to **30 seconds** each time.

Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want.

Walk away and **write down what just happened, so that you can speak to the child about it when they are calm.**

Scripted response:

- "I have noticed you are..." (having trouble getting started etc.)
- "It was our rule about... that you broke."
- "You have chosen to..." (catch up with your work at break, come and talk to me at break etc.)
- Do you remember last week when you (positive)? That's who I need to see today."
- "Thank you for listening."

Repair script

1. "What happened?" *Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.*
2. "What were you thinking at the time?" *This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.*
3. "Who has been affected?"
4. "How have they been affected?" *It is important that the child considers others and the impact of their behaviour.*
5. "What do you think about what happened now?"
6. "What should we do to put things right?" *This may not always be an apology as a forced apology is worthless.*

7. “How can we do things differently in the future?”

On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used abusive/foul language.

Within the Early Years, when pupils do not follow behaviour expectations they are given a clear reminder by staff and an example of what they should be doing is modelled and explained. If a child does not respond to the reminder, they may be given ‘Time Out’. This is carried out in the most appropriate quiet space with an adult nearby and lasts for 1-3 minutes (the approximate age of the child). A sand timer is used to support the child’s understanding. If appropriate, after the ‘Time Out’, a child may be supported to apologise to another child or adult for their behaviour using signs and/or language.

If a child is repeatedly making poor choices, the school’s Behaviour Lead and Safeguarding & Pastoral Lead will support staff in identifying any pattern in the child’s behaviour, and will offer support for the child, staff members involved and family. Parents will be informed when there has been a serious incident, the child has missed all their break (reflection), or if speaking to the child at break times is becoming frequent and therefore concerning.

If additional support is required to de-escalate a situation, staff members may phone the Butterfly Room for support from the Pastoral Lead or Behaviour Lead & SENCo, or the headteacher for assistance. Sometimes the additional staff member will stay in the class whilst the most appropriate staff member supports the child.

After School Reflection

In some circumstances, it may be necessary for a child to take part in an after school reflection. As the name suggests, these catch up sessions will most often be used as additional time for children to reflect on negative choices within the day and to catch up on their learning that they missed out on as a result. Reflection sessions may also be administered when additional education is required when particular unacceptable behaviours are observed (such as reflecting on homophobic or racist language).

Because we believe in working alongside our parents, parental permission will always be sought before giving an after-school reflection. Whilst this is not legally required, it serves to build the strength of the consistency between school and home, as well as a sensible safeguarding procedure. Staff take individual responsibility for administering after school reflection sessions but must inform SLT of the decision. Additionally, staff must ensure that they are either highly visible when 1:1 with a pupil or have another staff member in the room.

The usual time for an after school reflection session would be thirty minutes. However, pupils, staff, parents and guardians need to be aware that the official reflection session cannot begin until good order and a commitment to complete necessary work is observed.

Further Sanctions

If the above sanctions do not lead to a modification of behaviour, the following actions may be considered:

- Removal from a favoured activity that day
- Retraction from the right to represent the school e.g. in a sporting event
- Restorative meeting with a peer or staff member linked to the situation
- A requirement for a written apology
- Meeting with a senior member of staff
- A letter or phone call home
- A meeting with parents
- Learning in a different room to their class for the rest of the lesson, day or part of the week
- After school
- Suspension from school (LA guidelines to be followed for either fixed term or permanent exclusions).
- Reduced timetable

If a pupil uses their phone during school hours, the device will be removed and locked away (usually in the school office). With parental permission this will be kept for 24 hours and returned at the end of the next school day. If this behaviour is repeated, with parental permission, the phone will be kept for 7 days.

Unacceptable behaviour, which may result in a Time Out or after school reflection time and in some instances fixed term suspension , includes:

Please note that this list is not exhaustive.

- Disobedience to a reasonable instruction: Time Out
- Non-completion of school work that could be reasonably expected: Time Out / Reflection
- Making unkind remarks: Time Out
- Answering back, rudeness: Time Out
- Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing: Time Out
- Not telling the truth straight away or at all: Time Out
- Foul language and swearing: Time Out / Reflection
- Damaging property, including defacing property: Time Out / Reflection
- Bullying: Reflection
- Stealing, including hiding another person's property: Reflection / Suspension
- Biting, spitting, hitting and kicking: Reflection / Suspension
- Aggression to adults: Reflection / Suspension
- Racist, homophobic, transphobic or derogatory comments that cause offence: Reflection
- Fighting or encouraging others to fight: Reflection / Suspension
- Forming gangs for the purpose of intimidating others: Reflection / Suspension
- Putting themselves, other children or adults at risk: Reflection

Suspensions:

In very exceptional circumstances it may be necessary for a child to be suspended from school. The Headteacher (or Deputy Head in the Headteacher's absence with the head's express permission) will decide whether to suspend a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those

of the whole school community. Please see our 'Suspensions and Permanent Exclusions Policy' for further information.

This Policy should be read in conjunction with our Suspensions and Permanent Exclusions Policy Policy, our Anti-Bullying Policy and our SEND/Inclusion Policy.

Government guidelines include: 'Behaviour in schools: advice for headteachers and school staff 2022' and 'Further guidance and resources for supporting behaviour in schools' (July 2022); 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (September 2022); 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015).

Relentless Routines: Meet & Greet, End & Send, Wonderful Walking, Hands up for silence

The Parklands way

We are... Ready, Respectful, Safe



Our phrases

- ⇒ I've noticed you are...
- ⇒ You've chosen to...
- ⇒ It was our rule about...
- ⇒ Do you remember...
- ⇒ Thank you for...

Postcard

Certificates

Proud Board

Phone call

ClassDojo

5 ways
to praise



Reminder

Warning

Consequence

Repair



What happened?
Who was affected?
How can we make things right?

Praise in public
Reprimand in
Private