

# Park End Primary School



Approved By: *D. Jackson*

Date: 13<sup>th</sup> November 2023

## Behaviour Policy

Review Date	Type of Review	Comments	Initials
Sept 2017	Update	Addition of house teams	JR
Sept 2019	Update	Amendment to reward system	SA
September 2019	update	Amendment – COVID 19	SA
September 2022	Update	Amendments to whole policy	SA
July 2023-24	Update	Amendments to House Point Rewards	SA

## **Behaviour Policy**

### **1. Introduction**

At Park End Primary we expect and encourage good behaviour and self-discipline from all pupils to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

### **2. Aim of the Policy**

**The aim of this policy is: -**

- To ensure children feel safe
- To encourage a calm, purposeful and happy atmosphere within the school
- To ensure effective learning and teaching takes place throughout school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school
- To encourage parental co-operation and involvement.
- To ensure all staff use a fair and equitable reward system.
- To make boundaries of acceptable behaviour clear.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To address and support with any mental health difficulty that may be causing the issues
- To ensure pupils know there are consequences for poor behaviour

### **3. School Rules and Expectations of Behaviour**

**In the classroom, children are expected to:**

- Listen when someone else is speaking
- Move around the class quietly and sensibly
- Use and return classroom equipment appropriately
- Respond immediately to "Stop – give me your attention please"

**When lining up, children are expected to:**

- Keep a person space between them and the next person
- Keep hands and feet to themselves

**When moving round the school, the children are expected to walk:**

- On the left-hand side
- Quietly
- In a single file
- With a person space between each child

**In assembly, children are expected to:**

- Enter silently
- Move in a single file
- Sit facing the front

**In the dining hall, children are expected to:**

Enter sensibly  
Walk whilst in the dining room  
Talk quietly  
Use manners

**In the playground, children are expected to:**

Be kind to others  
Look after equipment  
Ask an adult for help if they have a problem  
Keep safe and play in the area they should be  
Line up at the end of breaks

**Rules that parents and carers can help pupils to follow**

- Arrive at school on time and ready to learn
- Bring the correct equipment to school
- Correct uniform should be worn every day
- Come to school everyday

**4. Rewards**

**Rewards for good behaviour and attitude**

The reward system at Park End Primary is based on the principle of intrinsic motivation. All pupils are encouraged to achieve and behave because it is personally rewarding as opposed to the desire for some external reward, e.g. stickers, certificates etc. The behaviour itself is its own reward.

**We reward good behaviour in several ways:**

- Moving up the golden ladder
- Specific praise (verbal and written)
- Pupil of the Week
- House points
- Informing parents of good behaviour

## **Whole School Golden Rules**

- Try your best
- Follow instructions
- Care for others

### **Golden Ladder**

The golden ladder is a positive reward system linked to the school's golden rules. The ladder is organised in colours from red to gold. All pupils will begin each day in the middle of the ladder on bronze. They will move up the ladder for demonstrating any of the golden rules. Staff will encourage all pupils to move up the ladder. Pupils will receive golden time at the end of the week to affirm and recognise good behaviour. This is an opportunity for pupils to socialise with class mates, develop individual interests and for class teachers to cement relationships.

### **Pupil of the Week**

- Work hard at school and at home
- Be prepared and dress correctly for school
- Come to school on time every day
- Always behave well

### **Pupil of the Week**

Pupil of the week is awarded to pupils in key stage celebration assemblies. Pupils will receive verbal explanation of why they were selected. These will link to one of the Pupil of the Week criteria. The pupil of the week will also receive a certificate. All pupils will receive 'Pupil of the Week' at least once in the school year. Parents and carers are invited to celebration assemblies.

## **House Teams**

**Pupils will be praised for demonstrating the following school values:**

- Respect
- Responsibility
- Positivity
- Honesty
- Hard work
- Caring

### **House Points (KS1 & KS2)**

Pupils and staff are organised into four colour teams:

- Blue – Grizedale Forest
- Red – Danby Forest
- Green – Guisborough Forest
- Yellow – Hamsterley Forest

Assemblies are used to promote the school values. Pupils are always encouraged to develop and display these values. As a reward for demonstrating the school values, pupils are rewarded with team points. Each half term the winning team are rewarded.

Emphasis is always placed on rewarding good behaviour. Some pupils may need extra encouragement or support to achieve awards. Staff will use their discretion for individual pupils if they need to deviate from the policy.

## **5. Consequences**

**At Park End Primary we refer to any punishment as a ‘consequence’.**

In the use of consequences, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Emphasis is always placed on rewarding good behaviour. Developing positive relationships encourages good behaviour. All staff use the Golden Ladder. Children who are moved down the ladder are encouraged to correct behaviour to move back up the ladder.

Staff should remember that they are responsible for the behaviour of children in their care – if behaviour is poor, they must first look for a possible reason before giving consequences

- Is the work planned at the right level for the child?
- Are classroom routines easy to understand and consistent?
- Have the children been sitting in one place for too long?
- Does the child have a problem and has the staff member tried to understand and solve it?
- Do the children know what to do and what is expected of them?
- Is general classroom behaviour calm and focused?

We have an agreed system of consequences to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further consequences being applied.
- Allow early involvement of parents, SLT, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Express displeasure with the action and never the child i.e. ‘That was a silly thing to do because...’ and not ‘You are a silly boy’.

## **6. Support Offered**

- Use of golden ladder to encourage the child back onto task.
- Polite reminder to the child to encourage them back onto task.
- Reminders of the school rules
- Reminders about why it is important to listen to adults
- Time to comply with instructions
- Two choices so that they have an element of control (e.g. you have a choice to complete your work now or complete it at playtime)
- Time out to think reflect on their behaviour

## **7. Consequences for continued poor behaviour**

- Time out in class for a brief period. Children do not complete work in time out. It needs to be an area with little distraction for children to reflect upon their behaviour.
- Time out with another teacher for an agreed period. Teachers agree with each other where children will go for time out in a different class.
- Isolation. A set period with a member of staff to discuss behaviour and if required complete work set independently.
- Lunchtime reflection is staffed by senior staff to support with dealing with lunchtime incidents. Reflection is only used for break time incidents.
- Contact parents. An informal discussion with parents either at the end/start of the day. Class teachers record on the Cpoms that parents have been spoken to. The Key Stage team leader is alerted to behaviour concerns through Cpoms.
- Parent meeting with HT and class teacher to discuss
- Loss of privileges. If it is deemed unsafe for a pupil to leave the school grounds they will remain in school. Under such circumstances the Class Teacher will discuss concerns with HT/DHT. The child will not be given a consent form. A log of incidents will be discussed and explained to the parents. Alternative arrangements will be made before the day of the visit. This will be decided upon an individual basis.

## **8. Consequences for serious misbehaviour**

In extreme cases exclusion procedures may be followed. Fixed Term Exclusion of between 1 and 5 days is never taken lightly, and will only be used in extreme circumstances once all other consequences have been tried. Each case will be dealt with on an individual basis and pupils will follow the reintegration procedure following any such exclusions.

- Fixed term exclusion from school (between 1 and 5 days)
- Isolation immediately in the office with a member of SLT

Children whose behaviour is a severe cause for concern will be brought to the attention of the whole staff at staff meetings.

## **9. Support for more complex difficulties**

Children who staff feel may have an underlying issue as a reason for not behaving may require:

- Involvement from the school SENCO. Discuss concerns with SENCO. Next steps may involve registration on SEN register.
- These children, while expected to conform to the school's behaviour policy, may have behaviour modification programmes identified as part of their SEND support plan.
- A behaviour plan put in place with strategies for the child and adults to use.
- Play therapy or appropriate behaviour support/intervention
- A referral to outside agencies

## **10. Physical Intervention**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents using a Team Teach form
- Be reported to parents

Key staff at Park End Primary are trained regularly in Team Teach. They will usually be involved in any Physical Intervention. However, in an emergency any member of staff can use physical intervention to prevent a child from hurting themselves or others

## 11. Bullying

At Park End Primary, we take all cases of bullying seriously. Every alleged case of bullying will be investigated, and, where appropriate, parents of victim and bully will be contacted, as we see parents as vital partners in resolving problems associated with bullying.

Bullying is defined as the repetitive, intentional harming of one person by another person or group, where the relationship involves an imbalance of power.

Our definition of a bully is someone who:

- Wants to control by intimidation
  - Wants to make others too afraid to challenge his/her authority
  - Asserts their authority through intimidation/abuse/violence
  - Tends to pick on those who are perceived to be weaker than themselves
  - Wants to make everyone else subordinate to themselves
- Bullying is, therefore:
- Deliberately hurtful
  - Repeated, often over a period of time
  - Difficult to defend against

All forms of bullying will be tackled.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **12. Zero-tolerance approach to child on child sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered Supportive
- Decided on a case-by-case basis as we are aware that incidents may differ in nature

School will listen to all involved and support will be offered. The perpetrator will also be offered support so that they can change their behaviour.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences should reflect the seriousness of the incident. Parents will be informed of all incidents and the police would be involved in any serious cases.

Other sanctions could include a verbal warning, time in at playtime/lunchtime, a letter of apology, time out of class and exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

## **12. Searching, Screening and Confiscation**

At Park End Primary, we take staff and pupil welfare seriously. Any incidents requiring a child or children to be searched will be dealt with by a senior member of staff. Pupils will be removed to an isolated area of school and monitored by staff. Parents will be informed and invited to the school. If deemed necessary, the school will contact the police.



### **13. Mobile Phones**

Pupils are not allowed to use mobile phones in school. Permission may be given for pupils to bring a mobile phone to school. Pupils will leave their mobile phone at the school office on arrival at school and will collect them at the end of the school day.

### **14. Roles and Responsibilities**

#### **Governing Body**

The Governing Body is responsible for reviewing this policy on an annual basis and approving the statement of behaviour principles. The Governing Body will monitor the effectiveness of this policy and will hold the headteacher to account for its implementation

#### **Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

#### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Monitoring incidents of poor behaviour
- Recording behaviour incidents using CPOMS

The senior leadership team will support staff in responding to behaviour incidents. Behaviour incidents will be monitored and evaluated using the school's recording and reporting system Cpoms.

### **14. Parents**

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

We explain the school rules on admission, and we expect parents/carers to know these and support them.

We expect parents/carers to support their 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 the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

#### **Safeguarding**

If it is deemed unsafe for a pupil to leave the school grounds, they will remain in school. Under such circumstances the class teacher will discuss concerns with HT/DHT. The child will not be given a consent form. A log of incidents will be discussed and explained to the parents.

## 15. Emergencies

Senior Leadership Team can be summoned in an emergency by telephone. Emergency behaviours are, for example, loss of class control, violence, aggression. (See positive handling policy)

## 16. Equal Opportunities

We endeavour to treat all children fairly and equitably according to their needs and in accordance with school policy.

## 17. Links with other Policies

The policies below all relate to our expectations about behaviour in school and should be read in conjunction with the Behaviour Policy.

<b>Policy</b>	<b>Why</b>
Anti-Bullying Policy	Rewards, sanctions, codes of conduct
Safeguarding Policy	Child Protection
Child on Child Abuse Policy	Child Protection
E-Safety and Acceptable Use Policy	Cyberbullying and e-safety
Equality Policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
PSHE/RSE Policy	Strategies to prevent bullying
Prevent Duty Policy	A plan to protect children from the risk of radicalisation.
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response