



## **Behaviour Management Policy**

Evidence of intentions and practice - for the information of staff, governors, parents, HET, OFSTED and DfE

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Approved by:  
**Local Governing Body**

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## **PARKSTONE PRIMARY SCHOOL**

### **Behaviour Management Policy**

#### **1 Aims and expectations**

- 1.1 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 and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore 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 happy, safe and secure.
- 1.2 Our primary aim is to encourage children to want to do well as part of a sense of achievement rather than purely for extrinsic reward.
- 1.3 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.4 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.
- 1.5 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, to help children achieve their full potential by positively encouraging good behaviour and discouraging unacceptable behaviour.
- 1.6 This policy applies to behaviour throughout the school day including playtimes and lunchtimes and will be applied consistently by all members of staff.

#### **2 Rights and Responsibilities**

- 2.1 The school has a Rights and Responsibilities ethos, which is applied consistently by all members of staff. Flexibility is used in the use of rewards and sanctions to take account of individual circumstances. Responsibilities are used to encourage good behaviour. All children are aware of the three key words connected to the ethos – safe, learn, respect – and they are displayed prominently around the school in all classrooms. The ethos arises out of discussion and consultation with pupils and the School Council and is focussed on encouraging good behaviour.
- 2.2 The class teacher discusses the Rights and Responsibilities with their class. In this way, every child in the school knows the standard of behaviour that we expect in our school. These are then referred to regularly to embed understanding linked to a variety of situations.

**2.3** Violence, harassment (racial, sexual or other), vandalism, rudeness and bad language are all examples of unacceptable behaviour and will not be tolerated in our school. All staff will rigorously oppose such behaviour and endeavour to promote a positive ethos.

**2.4** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The majority of our staff have previously been trained in positive and protective handling strategies through Team Teach and will be reviewed as and when necessary.

## **2.5 Anti Bullying Statement**

The school has an Anti Bullying Statement which is prominently displayed around the school and was arrived at after discussion with all pupils within the school. It states:

“Bullying is **deliberately** and **repeatedly** doing or saying something that hurts or upsets someone else. If you are being bullied tell an adult.”

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we intervene immediately to stop any further occurrences of such behaviour. Issues are addressed throughout the school using the SEAL programme and Circle Time activities. It is very difficult to eradicate bullying but we do everything in our power to ensure that all children attend school free from fear.

### **Peer on peer abuse**

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

**These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up.**

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHASH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the School’s Anti-Bully or E-Safety policy.

- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

*(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)*

### **3 Behaviour management**

- 3.1** The school has many strategies to counter unacceptable and disruptive behaviour through positive behaviour management. Through regular dialogue, all children understand the principles of 'Rights and Responsibilities' and how the three key words – safe, learn, respect – apply at all times in all contexts within the school – class, playground, lunchtime etc. It is assumed that all children will behave in an appropriate manner.
- 3.2** The traffic light system is used as a barometer for children to monitor their behaviour and warn them to address their behaviour. The member of staff will 2 warnings so that the child knows that their behaviour is unacceptable. If their behaviour continues they are placed on amber. 'Amber' gives children chance to show green behaviour.
- 3.3** . If a child does not move back into 'green' behaviour, remaining on amber, the child must speak with the teacher at the end of the lesson. They are then restored to green for the next session.
- 3.4** If children show red behaviour, they are then sent into 'Time out' at the next break time. In the behaviour file in the hall, the name, class, date and reason for being in time out are all logged by a member of the Senior Leadership Team.

If children are sent into time-out for 5 sessions within a half term, then a member of SLT rings home to speak to parents.

For persistent offenders ie children who have 10 sessions of time out within a half term, parents are invited in to speak to the class teacher/phase leader further. The Headteacher keeps a record of all incidents of Red Behaviour.

Individual behaviour logs can be established as and when necessary as a further way of keeping parents involved and up-to date with any situation.

- 3.5** In exceptional circumstances, if the misbehaviour is persistent and has shown no signs of improvement, the child may be referred to the Headteacher who may make the decision to contact the parents again, and/or that a period of exclusion is necessary. The decision to exclude, and the period of exclusion, is at the discretion of the Head or, in their absence, the Deputy.
- 3.6** There may be occasions when some of the above points may be omitted, particularly in the event of a serious misdemeanour. Serious incidents will include:
- Serious verbal or physical abuse
  - Theft
  - Damage to property.

In these instances the class teacher should report to either the Deputy or the Headteacher who may take further action.

## **4 Rewards**

**4.1** Whilst it is not always possible to ignore unacceptable or disruptive behaviour, staff always try to acknowledge and praise those children who demonstrate acceptable behaviour. This has a positive and influencing affect on other children and can be achieved in a variety of ways. These may include:

Smiley face on the board with the names of those who are behaving well.

Stickers used as a reward.

Verbal praise for individuals, groups or the whole class.

Mini certificates sent home.

**4.2** If a child is rewarded in any way for good behaviour, this reward should not be removed in the event of subsequent unacceptable behaviour.

**4.3** A weekly Praise Assembly is held to celebrate both achievement and effort. Gold certificates and a Headteacher's Award will be handed out weekly to recognise a wide range of successes. This is inclusive as it not only rewards those children who show an improvement in their behaviour, but recognises those who always conform to expectations.

**4.4** Children are encouraged to be 'Leading Learners'. This means they are recognised for their good behaviour, attendance and completing homework.

## **5 Sanctions**

**5.1** When dealing with misbehaviour it should be remembered that it is the behaviour, not the child that is unacceptable. Staff are fair and consistent, firm rather than aggressive and avoid idle threats. We ensure that we are in possession of all the facts and listen to all sides of a dispute. A clear distinction is to be made between minor and more serious misdemeanours and also between "nuisance" behaviour and acts that are deliberately anti-social, immoral, dangerous or illegal.

**5.2** Where possible, unacceptable behaviour is dealt with immediately by the adult responsible for the child. In discussions, a child is reminded of the choices open to them and of the need to make the right choices. Any sanction for minor misbehaviour is immediate and of short duration.

**5.3** In keeping with our policy on unacceptable behaviour being dealt with immediately, the children who display red behaviour lose their playtime the same day or the following morning. This deals with the red behaviour and gives the children the opportunity to quickly restart their green behaviour.

**5.4** During lunchtimes, the lunchtime supervisors also follow the traffic light system to ensure that all adults in the school are consistent in their approach. If a child displays red behaviour during lunchtime they are brought into school by the Senior Midday Supervisor to spend the remainder of the lunchtime with Headteacher or Deputy Headteacher to reflect on their behaviour.

## **6 Fixed-term and permanent exclusions**

- 6.1** The school aims to keep the number of exclusions to a minimum. Only when all other avenues have been exhausted will exclusion be considered an option and will be at the discretion of the Headteacher.
- 6.2** All pupils who appear to be at risk of exclusion will have a Pastoral Support Programme (PSP) drawn up by the SENCo after discussions with the class teacher and phase leader. This may form part of an IEP where one exists, or stand alone if an IEP is not in place. The format will be as recommended by the LA, with clearly identified targets, strategies and resources outlined, and will be reviewed on a regular basis.
- 6.3** In very exceptional circumstances it may be appropriate to exclude a pupil for a “one-off” serious offence. This would include:
- Serious actual or threatened physical violence against another pupil or a member of staff.
  - Sexual misconduct.
  - Carrying dangerous items/weapons.
  - Racial harassment
  - Serious verbal abuse towards a member of staff.
- Details of DfE guidance on procedures for dealing with assaults and abuse of staff by pupils is available from the school office.
- 6.4** Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 6.5** If the Headteacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, request a meeting with the Pupil Discipline committee to review the decision of the Head. The school informs the parents how to make any such action.
- 6.6** The Headteacher informs the LA and the Local Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 6.7** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 6.8** The governing body has a discipline committee which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the governors.
- 6.9** When the Pupil Discipline committee meet to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.
- 6.10** If the Pupil Discipline committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **7 The role of the class teacher and support staff**

- 7.1** It is the responsibility of the class teacher to ensure that the school ethos is enforced in their class, and that their class behaves in a responsible manner at all times.
- 7.2** All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 7.3** The class teacher and support staff treat each child fairly and enforces the 'Rights and Responsibilities' ethos consistently. They treat all children in the school with respect and understanding.
- 7.4** Class teachers must keep accurate records of persistent poor behaviour to support further actions and it is their responsibility to bring any concerns to the phase meeting. This will often take the form of an individual behaviour log.
- 7.5** Support staff reinforce examples of good behaviour in the same way as the class teacher with the use of verbal praise and stickers both around the school and in the classroom. Support staff will use the procedures fairly and consistently, reporting misbehaviours to the class teacher if they feel this is necessary.
- 7.6** The class teacher, with support from the SENDCo, liaises with external agencies, as necessary, to support and guide the progress of each child. These agencies may include:
- Applied Psychologies
  - SEND Team (Hull City Council)
  - Bridgeview/ Whitehouse
  - Early Help and Safeguarding Team

## **8 The role of the Lunchtime Supervisors**

- 8.1** The high expectations of behaviour will continue over the lunchtime period using the 'Rights and Responsibilities' and the three key words – safe, learn, respect. It is understood that, because pupils will have more freedom at lunchtimes, and that midday supervisors may have larger numbers of pupils to supervise, there may be need for additional arrangements to manage behaviour ie: gold table.
- 8.2** A large range of lunchtime equipment is available, in addition to playground markings. Children who are gainfully occupied in lunchtime activities are much more likely to exhibit good behaviour and so lunchtime supervisors will engage children in activities after their lunch.
- 8.3** Lining up and queuing should be kept to a minimum, as these can be potential areas of conflict. Wet lunchtime activities are provided, when children are unable to use the playgrounds or fields. The grassed areas are used whenever the weather permits.

- 8.4** The person with responsibility for lunchtime arrangements is the Senior Midday Supervisor. She is responsible for the deployment of midday supervisors and the day to day organisation of lunchtime arrangements.
- 8.5** Children are encouraged to eat their food and try different things. Lunchtime supervisors also encourage good table manners and correct use of cutlery.
- 8.6** Any lunchtime behaviour matters are dealt with using the school behaviour system. Children are first warned that they are showing amber behaviour and, if it continues, they are put on red behaviour. This is recorded using a lunchtime behaviour slip. Red behaviour at lunchtime is dealt with at lunchtime wherever possible. The child will miss the remainder of that lunchtime, if possible.
- 8.7** The Senior Midday Supervisor also compiles a weekly list of children who have been well behaved and helpful during lunchtimes. This list is used in the Friday assembly, when good behaviour is celebrated, along with a Friday 'Gold Table'. 'Well done' tokens are given out when a child has eaten all their lunch.

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

- 9.1** It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 9.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 9.3** The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 9.4** The Head, or Deputy in their absence, has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.
- 9.5** The Headteacher should expect to be provided with any/all existing reports and records of unacceptable behaviour when a child is referred to her.

## **10 The role of parents**

- 10.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 10.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 10.3** We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We aim to build a supportive

dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- 10.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **11 The role of governors**

- 11.1** 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 carrying out these guidelines.
- 11.2** The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.
- 11.3** 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.

## **12 Monitoring**

- 12.1** The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- 12.2** The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 12.3** The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.