



Parklands Primary School

Positive Behaviour Policy

Inspiring Success





Parklands Primary School **Positive Behaviour Policy**

Safeguarding Statement

At Parklands Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Parklands Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims and Expectations

It is a central aim at Parklands Primary 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 Positive Behaviour Policy is therefore designed to help all members of the school to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The implementation of this policy is 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 effectively. The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this Positive Behaviour Policy in a consistent way. This policy aims to help children to grow and participate in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

- The school aims to raise self-esteem and value individuals.
- The school actively seeks to promote positive behaviour. This is achieved through a system of rewards for outstanding behaviour which operate alongside sanctions to enforce the school rules.
- We use "Our 6 Golden Rules".

- Each child to show self-reliance and to take responsibility for the organisation of self and equipment needed for school e.g. appropriate P.E. kit, completion of homework, readiness and willingness to learn and positive attitude.
- Each child to have equality of opportunity.

Guidelines

Children follow the examples and attitudes of adults and others around them. In order for our Positive Behaviour Policy to be effective, we feel that it is necessary for all adults, including staff, parents, governors and visitors to always present themselves as positive role models. In all interactions, adults model the behaviour that they expect pupils to show towards them and to each other. We encourage parents to continue to share with us the responsibility for promoting positive attitudes. When concerns arise parents should report any problems at school so that these can be dealt with effectively.

Staff are always willing to discuss any concerns that parents have about their child. This can be done through appointments or informally after school. We, the staff, take pride in our commitment to quality teaching and to raising children's achievements through the recognition and valuing of the individual child's needs. We ensure that children have the opportunity to be listened to and are given the chance to correct their behaviour if they have made mistakes. We:

- Refer frequently to the 6 Golden Rules, so they are familiar to the children and they know how to follow them
- Always give a clear warning to give the child a chance to rectify their behaviour
- Keep it short if reminding a child about their behaviour or warning them.
- Use a calm, assertive tone
- Give children time to calm down before discussing an incident
- Understand that consistency is essential
- Do not bargain with children
- Do not allow it to become personal. Adults stay calm and make it clear that we object to the behaviour not the child
- Make it clear that the child has a choice to behave appropriately.

Classroom Behaviour Charts

This applies to all children. This is to be used throughout the school by all teachers. This system uses a range of colours and children should aim to achieve GOLD each day.

1. All children begin each day on GREEN in their classrooms
2. There will be one warning for any misbehaviour.
3. If misbehaviour persists, the child's name goes to AMBER.
4. Children can earn their way back to GREEN after a sanction is actioned. However, this must be earned with a significant effort, as appropriate.
5. A child's name moves to RED if misbehaviour continues and a yellow behaviour card will be issued by the class teacher.
6. Children's behaviour will be monitored after every session by the class teacher using the yellow behaviour card, and monitored weekly.

7. If misbehaviour continues, children will be sent to SLT and they will be monitored using a Red behaviour card. Parents will be contacted to discuss their child's behaviour at this stage.
8. If persistent misbehaviour occurs, a member of the Senior Leadership team will contact parents. Parents will be required to attend a meeting in school with a member of the SLT.
9. The school may discuss a referral to the LA Behaviour Support Service if necessary. This will be discussed with parents in advance. Children may then have particular targets agreed with the school in order to support them in managing their behaviour.

Rewards

A range of in-class rewards may include:

- Stickers/Certificates
- Verbal praise
- Gold Awards
- Additional playtime
- Lunchtime awards

These rewards are at the discretion of each class teacher.

Whole school rewards will be issued in a Friday Achievement Assembly. These are awarded for exceptional achievement, outstanding manners and excellent attendance.

Manners Meekat

Pupils can be rewarded with manners tokens from Staff during the School day for demonstrating good manners, kindness and helpfulness to others. The class that collects the most tokens on a weekly basis will be rewarded with a week-long visit from Manners Meekat.

Sanctions

Privileges to be taken away will include:

- Playtime / lunchtime play
- Ambassador role
- Responsible jobs / roles in school and school events
- Participation in sporting events
- Withdrawal from class for up to one day

The class teacher regularly discusses the school rules including lunch time rules with their class. The school rules and behavioural expectations are discussed in Assemblies by the Senior Leadership team on a regular basis.

The 6 Golden Rules are displayed in every classroom and around the school. In this way, every child knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these both with individuals and with the whole class.

Bullying

The school does not tolerate bullying, disability prejudice, or racist, sexist or homophobic attitudes of any kind. If we discover that an act of bullying, racism or intimidation has taken place, we act immediately in order to stop any further occurrences of such behaviour and these incidents are recorded. Racist and bullying peer on peer incidents are monitored half termly by the SLT and the Governing Board.

Restraint Guidelines

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 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.

Exclusion

The school adheres to statutory guidance on exclusions:

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion

In serious cases, parents will be required to meet with the Head Teacher and the child removed from school premises. If satisfied that on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil. LA procedures will be followed in any cases of fixed term or permanent exclusions.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Inappropriate touching or sexual assault
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying / peer on peer
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

Following exclusion, a reintegration meeting will be organised prior to a child returning to school.

Inclusion Statement

All children follow the Positive Behaviour Policy. Where children have significant additional needs, these should be given consideration and they should be treated with sensitivity.

This could include:

- More immediate positive reinforcement
- More immediate rewards.
- Liaison with class teacher/SENCO/external agencies where appropriate.
- Immediate intervention when safety of others and/or themselves in an issue.
- Children involved in setting their own behaviour targets.

Break times and Lunch times

Break times and lunchtime should be a positive experience. Teachers and Midday Assistants work in partnership to encourage positive play and the use of lunch time equipment provided in the playground. We want all children to feel safe and happy in the playground.

The role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner. This includes moving around the school in a quiet and orderly way. The class teachers and support staff in our school have high expectations of the children in terms of work and behaviour, and they strive to ensure that all children progress and achieve.

The class teacher treats each child fairly and implements the school and classroom rules consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with the SENCO, Senior Leadership Team external agencies as necessary to support and guide the progress of each child.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the Positive Behaviour Policy consistently throughout the school. The Head Teacher also reports to governors on a regular basis on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. This is done in partnership with senior staff and the whole staff team. All staff are responsible for implementing the school Positive Behaviour Policy.

The role of parents

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 their child's learning, and to co-operate with the school, as set out in the home-school agreement. We are building a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable consequences following the Positive Behaviour Policy, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher or Chair of Governors via the school office.

The role of governors

The governing board has the responsibility for issuing general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out the guidelines. The Head Teacher has the day-to-day authority to implement the Positive Behaviour Policy.

Inclusion Statement

The promotion of positive behaviour will support inclusion as part of our school ethos and within our teaching practice. Guidance and support is provided by the Senior Leadership Team, SENCO and L.A. We firmly believe that all the cultures in our school should be

celebrated, respected and valued by all staff and pupils. We use P.S.H.C.E. activities to discuss a variety of cultural and lifestyle issues. Assemblies are carefully planned to explore a variety of faiths within our school and wider community. At Parklands Junior School, we recognise many religious festivals and we use displays, artefacts and music to enhance our understanding and respect.

Anti-Racism/Anti-Sexism

We believe that it is the right of all pupils to receive the best education Parklands Junior School can provide. We do not tolerate any form of racism, sexism, homophobia or disability prejudiced behaviour. We challenge any incident of prejudice and should an incident occur, we follow school and L.A. procedures immediately. Racist incidents are reported to the Local Education Authority. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all. PSHE and Circle Time activities are also used to challenge discriminatory attitudes and beliefs. The Head teacher, S.L.T. and Governing Board are committed to Equal Opportunities and they constantly endeavour to ensure that all members of the school community are treated fairly and with equality in all situations. The Head teacher and Governing Board are careful to ensure that all interview panels give due regard to this policy so that no one is discriminated against when considering employment or training opportunities on the grounds of sex, race, colour, religion, nationality or sexuality.