



Parkfield School Behaviour Policy

Our **school motto** is :

"Achieving Together"

Our Behaviour Policy has been developed over time to support our staff and children and to protect and uphold the values in our **school vision statement** :

Parkfield Primary School provides a positive, friendly and calm environment which promotes high expectations in a learning culture that values everyone.

Rationale:

Good behaviour is essential in ensuring that all children reach their full potential and are able to enjoy school. Parkfield School seeks to maintain a positive atmosphere of mutual respect and trust, within which high standards of behaviour are expected and rewarded.

Objectives:

- To praise examples of good behaviour and reward them
- To prevent poor behaviour
- To apply consistent sanctions for poor behaviour
- To involve parents and families in encouraging good behaviour
- To create opportunities for children to reflect on their behaviour
- To make it clear to children that it is the behaviour and not the child that is unacceptable
- To use good role models within the school to promote good behaviour for all

Guidelines for Action:

1. For all staff to be observant and take responsibility for the behaviour of **all** the children.
2. For class teachers with the support of the Teaching Assistants and Nursery Nurses need to provide activities for children that are appropriate to their needs and target support where necessary.
3. During Lunchtime Meal Time Supervisors take an active role in promoting good behaviour.
4. To praise good behaviour through the use of stickers, Pride of Parkfield and a whole school initiative of 'Caught you being good'
5. To follow the guidelines agreed when applying sanctions and to be fair and consistent when applying school and class rules.
6. Staff to seek and maintain the co-operation of parents in encouraging children to behave.
7. To involve all children in class circle time/PHSE discussions. Additionally some children will be involved in nurture groups.
8. For children to be made aware of the school rules and aims through assemblies, circle time and other times when it is appropriate.
9. For staff members to set good examples to children with regards to showing respect and trust of each other.

Rules

Every class creates a set of up to 5 or 6 **Class Rules** together at the start of the year. These rules will cover 'Behaviour for learning'

These rules are phrased in a positive way i.e. **Do** rather than **Do Not**, to be clearly displayed in class.

All the class rules are supported by the **Parkfield Behaviour Guide**, our whole school behaviour guide which applies to everyone who comes into the school to work or visit: [See Appendix 1.](#)

Lunchtime and Playtime Rules and Rotas

There are specific rules and routines for playtime and lunchtime. There are rotas for use of equipment these will be on display in the playgrounds and will change according to activities taking place at that time of year.

Encouragement and Rewards

There are a range of rewards for children exhibiting good or improved behaviour across the school, tailored to each age group.

Lunchtime staff have their own system of stickers and certificates and they can also recommend children for Pride of Parkfield exceptionally improved or good behaviour.

Class Encouragement and Rewards Systems

Each class is also encouraged to have its own rewards systems, tailored to suit the age and interests of the class. These may be adapted during the year to keep them fresh and fun for the children. There should be a mixture of individual, group and whole class encouragement and praise.

Children's voice

Children will always be encouraged to share their concerns or achievements with any member of staff or through different forums such as the school ambassadors or our managed learning environment.

Class Assembly/PHSE Sessions

All classes have a designated time, encouraging teamwork and sharing of problems. Often disputes within the class can be aired and solutions found in a class forum.

Consequences for Inappropriate Behaviour

All rules need the support of clear consequences for failing to follow them.

3 Step System for Consequences

Every class needs to have a **3 step system** for consequences

1. a reminder
2. a formal warning
3. a set consequence or sanction

The sanctions used will be dependent upon the age of the child and the nature of their behaviour.

In the playground the 3 step system is the same, with the consequence usually to be standing on the path for a short period of time. For more serious behaviour, a senior member of staff needs to be called.

NEVER leave the playground to call for assistance. Always use a messenger.

For more serious behaviours or continued low level disruption, the matter should be referred to a member of the senior management team.

Serious behaviour includes: failing to follow instructions, defiant or aggressive behaviour, swearing, spitting, stealing, racism and bullying, and behaviour likely to put the child or others in danger.

The Behaviour Log

All serious incidents, including bullying and racist behaviour are recorded in the on line behaviour log **IN FRONT OF THE CHILD**. This needs to be done by a senior member of staff, who is responsible for seeing that, where appropriate, parents are informed. Again there is a 3 step consequence:

1. Verbal warning... parents informed
2. Written warning... parents warned of possible exclusion
3. Short fixed term exclusion from school or lunchtime exclusion

If the child concerned has had a continued period of good behaviour then previous warnings may be discounted, but generally the 3 steps should be adhered to.

See Appendix 2 & 3

Internal Exclusion

If a child is refusing to follow instructions or is disturbing learning they may need to work away from the other children to understand what it is they have done and also allow the other children to progress with their learning without interference.

Immediate Exclusion

In cases of extremely challenging or dangerous behaviour the headteacher may need to call parents to take the child home immediately. This will then be followed with a meeting with parents the following day to look at a behaviour plan.

Permanent Exclusion

Permanent exclusions are rare but must remain an option for any school

All **fixed term exclusions** are reported to the Governing Body and The Elliot Foundation

Racist and Homophobic Incidents Log

All reported incidents of racist or homophobic behaviour are logged and action taken accordingly.

Bullying Incidents

The majority of child-based disputes involve friends. Staff should encourage children to work out solutions together, saying when they don't like what their friend has done and apologising for their actions.

Children need to be encouraged to report problems to duty staff and their own class teacher and resist retaliation.

If a staff member suspects bullying, they should report the matter in confidence so that it can be investigated and logged.

Dealing with Serious Behaviour

For the vast majority of the time, Parkfield children behave and act very well around the school, and when out on trips and visits. However, there will be more serious incidents occasionally for staff to deal with. Sometimes these may need urgent action and the following applies:

In cases where a child is exhibiting any behaviours under Code A (See appendix 3) and a member of staff is needed, staff will immediately inform the office and a member of SMT or SLT will attend to support.

If the class is seriously at risk, take **them** out of the classroom, reporting the incident as soon as possible.

Strategies for Improving Behaviour

Sometimes, ongoing behaviour issues require additional strategies. The school uses star charts, behaviour plans, home/school report books. We work with parents to decide the best strategies to employ and discuss incentives appropriate to the child and their circumstances. Usually, these are successful ways of getting a child back on track. In a few cases, help from outside agencies is also used. i.e. primary project, etc..

Celebrating Our Best Behaviour

We are proud of our pupils and the way that they care for each other. We like to celebrate the great behaviour that the children show.

We keep letters of thanks and compliments that we receive and encourage all our visitors including our Governors to comment in our visitor's book about their experience during their visit.

At Parkfield School, all children are helped to feel valued, listened to and respected.
All efforts to behave well are noticed and rewarded.



Appendix 1 – Parkfield Behaviour Guide

Parkfield Primary School

Great Behaviour Guide

- 1. Treat everybody with respect and kindness**
- 2. Try to be cheerful, friendly and polite, especially to new people and visitors to the school.**
- 3. Speak respectfully to each other.**
- 4. Walk around the school sensibly**
- 5. Look after all our equipment and property**
- 6. Keep our school tidy and save energy**



Appendix 2 - Behaviour Log/Scholarpack

Parkfield Primary School On line monitoring of Behaviour

Zone	<input type="text"/>
Incident Type	<input type="text"/>
Details	<input type="text" value="Enter the details of the incident..."/>
Involvement	<input type="text" value="Enter this student's involvement in the incident..."/>
Role	<input type="text"/>
Incident date	<input type="text" value="03/02/2017"/> <input type="text" value="25"/>
Incident time	<input type="text" value="14 : 11"/>



Appendix 3

Codes for Behaviour Log Parkfield Primary School

A Codes - Discussion of next steps with SMT (Head/Deputy/Asst. Head)
Verbal or physical abuse to staff
Verbal or physical abuse to peers
Serious Intentional Damage to property
Leaving the premises without permission
Putting others in danger
Bullying other children including any form of discrimination

B codes – 3 step behaviour system ⇒ discussion/advice from SLT
Fighting
Disruptive behaviour
Minor damage to property
Refusing to co-operate, work or follow instructions
Rudeness, being argumentative, showing a lack of respect
Shouting/inappropriate language
Spiteful, selfish, uncaring behaviour
Interrupting learning
Distracting others or provoking others
Taking property from others or from school
Inappropriate actions