



## **POSITIVE BEHAVIOUR POLICY**

**Status of policy: Statutory**

**Frequency of review: 2 years**

**Date of most recent review: 9<sup>th</sup> May 2024**

**Date of next review: May 2026**

**Approved by FGB: 9<sup>th</sup> May 2024**

**Rationale:**

At Parkgate Primary School our aim is to provide a happy, safe, calm and purposeful atmosphere and to encourage self-discipline, so that everyone learns to accept responsibility for their own behaviour. We expect children to move about in a responsible manner. However, our expectations of the children can only be realised through co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve any such difficulties.

Good behaviour is an essential ingredient in an effective school. We are very aware that we at Parkgate Primary School, share responsibility with the parents for the children in our care and make every effort to provide the care, which any responsible parent would be expected to make. Pupils are given opportunities take on roles, which model and reinforce positive behaviour and these include the roles of Befrienders and Play Leaders.

The Behaviour Policy extends to behaviour of pupils on school trips and school events or activities arranged off the school premises by school staff as well as behaviour off the school site, which adversely affects another pupil or member of staff.

**Purpose:**

At Parkgate Primary School we aim to promote attitudes of self-discipline and responsibility in all children. To create a stress-free school environment where the ethos of a willingness to care for others, a respect for the values and property of others are encouraged. We recognise the importance of the development of self-confidence and the well being of individuals as vital ingredients in enabling them to value others and themselves.

Children should feel happy and secure in school. They should become increasingly aware of their responsibilities to themselves and to others, with moral and social values being understood and cherished. High expectations of behaviour and consequences are clearly articulated to all and are intrinsic element of the school's ethos. Staff, parents, governors and the community will be aware of and work towards, these valued goals.

## **Principles:**

1. Everyone associated with Parkgate Primary School should work together towards promoting a positive ethos and an environment in which everyone feels valued.
2. Emphasis is placed on the positive rather than the negative aspects of children's behaviour. Rewards and incentives are preferred to consequences.
3. The school has an agreed Code of Conduct (Appendix 2) in place and pupils are encouraged to apply this. This is displayed in each classroom and in the school entrance.
4. Parents should be involved at an appropriate stage so that the home school partnership can work productively to achieve positive outcomes for pupils.
5. Staff should follow the agreed procedures for addressing behaviour which are set out in this policy, guidelines and relevant appendices.
6. The school maintains a Behaviour Log in which concerns and behavioural incidents are recorded.
4. Where appropriate school will liaise with relevant external agencies e.g. CAMHS (Child and Adolescent Mental Health Service); SALT (Speech and Language Team), Educational Psychologist, etc.
5. The School takes all malicious allegations against staff very seriously and fully investigates them. Malicious allegations could carry consequences such as those described in appendix 1.

## **Expectations and Guidelines:**

### **Pupils Will:**

- Respect and care for other children and their property
- Respect and care for staff and all members of the school community
- Listen to others
- Learn/work together co-operatively and to the best of their ability
- Follow the code of conduct

### **Headteacher will:**

- Implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school.
- Support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour including bullying and racism
- Resolve disputes positively
- Value and take responsibility for the environment
- Be aware of their own emotions and actions and take responsibility for these

**The Governing Body will:**

- Agree a statement of principles, drawn up by the school, and support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Monitor & evaluate the implementation of the policy and review its effectiveness, based on information, data and analysis supplied by the Headteacher

Pupils, parents and staff have rights and as with any rights, there are also responsibilities. These responsibilities will help ensure that positive behaviour is promoted throughout the school

<b>Pupils: Rights</b>	<b>Pupils: Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be treated with respect</li> <li>• To be educated in a safe and stimulating environment</li> <li>• To be listened to and have problems taken seriously</li> <li>• To be happy and have work and efforts valued honestly</li> </ul>	<ul style="list-style-type: none"> <li>• To respect and care for other children and their property</li> <li>• To treat all staff and members of the school community with respect</li> <li>• To listen &amp; work together cooperatively</li> <li>• To work to the best of their ability</li> <li>• To obey class and school rules</li> <li>• To develop self-discipline and honesty</li> </ul>

<b>Staff, Headteacher and all members of the school community: Rights</b>	<b>Staff, Headteacher and all members of the school community: Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be treated with respect by all the members of the community</li> <li>• To work in a safe and healthy environment free from confrontations and abuse.</li> <li>• To be informed and consulted on matters associated with the school.</li> <li>• To be encouraged to develop professionally and have job satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>• To reinforce clear expectations of behaviour</li> <li>• To promote and reinforce positive behaviour in the classroom and around school</li> <li>• To deal with incidents of inappropriate behaviour by following the school's procedures</li> <li>• To create a stimulating and happy learning environment.</li> <li>• To develop children's confidence and self-worth through positive acknowledgment.</li> <li>• To be a role model for the children and treat each child fairly, and enforce the classroom / school code / rules consistently.</li> <li>• To treat all children in their classes with respect and understanding.</li> <li>• To ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.</li> </ul>

<b>Parents' Rights</b>	<b>Parents' Responsibilities</b>
<ul style="list-style-type: none"> <li>• To know that their children will have the opportunity to learn in a safe and secure environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that their child attends school regularly, are punctual and fully equipped to learn.</li> </ul>

<ul style="list-style-type: none"> <li>• To be consulted on matters concerning their child.</li> <li>• To be kept informed of their child's progress and perceived difficulties.</li> <li>• To be kept informed of the mechanisms the school uses for day - to - day issues.</li> <li>• To be listened to and have their concerns dealt with fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• To support the school by fostering a positive attitude to school.</li> <li>• To support their child's learning and work in partnership with staff to ensure good behaviour</li> <li>• To promote positive behaviour (good manners, routines &amp; socially acceptable behaviour) at home in order to have continuity between home and school, so that children receive consistent messages about how to behave at home and at school</li> <li>• To support the school when reasonable sanctions have been applied in response to a child's inappropriate behaviour</li> <li>• To initially contact their child's class teacher if they have concerns about the way their child has been treated. If concerns remain refer to the Headteacher.</li> <li>• To initially contact the class teacher if they feel their child's behaviour in or out of school is impacting on the child's emotional well-being.</li> </ul>
---	--

### Anti-Bullying

Bullying of any kind is unacceptable at our school. It is everyone's responsibility to prevent bullying from occurring and to ensure that any incidents, which do occur, are dealt with promptly and effectively. Bullying is always taken seriously. Refer to Anti-bullying Policy.

This policy should be read in conjunction the following Appendices:

Appendix 1: Code of Conduct

Appendix 2: Rewards (2A) and Sanctions (2B)

Appendix 3: Guidelines for managing cases of extreme behavioural difficulties

Appendix 4: Pastoral care for school staff

Appendix 5: Guidelines for Staff on Managing Behaviour

This policy should be read in conjunction the following policies:

safeguarding, child protection, SEND, Equalities, Anti-bullying Policy.

### Monitoring and Evaluating:

The senior leadership team will regularly monitor the effectiveness of this policy. The school keeps records of incidents of misbehaviour and behavioural concerns

It is recommended that this policy is to be read in conjunction with the following policies: Equality; Safeguarding; Child Protection; Anti – bullying, E-safety.

### Review:

This policy will be reviewed every two years.

## **Appendix 1**

## **Code of Conduct**

- I will always be kind to others and help them when I can.
  - I will always be polite.
  - I will show respect towards everyone and value the things they do.
  - I will try my best in everything I do.
  - I will look after my school and everything in it.
  - I will do what I am asked to do the first time I am asked to do it.
- 
- To work hard and allow others to do the same.
  - To treat everyone with respect and show consideration for the needs of others.
  - To listen to instructions and do what they are asked to do the first time they are asked.
  - To take care of property and the environment in and out of school.
  - To co-operate with other pupils and adults.
  - To be polite, as a minimum, we expect all pupils to use `excuse me`, `please`, `thank you` and speak to teaching, support staff and each other quietly and courteously

## Appendix 2

### REWARDS AND SANCTIONS

#### 2A: POSITIVE REWARDS:

Our reward system has been developed alongside our Code of Conduct. These include:

- Verbal comments of praise are given regularly by all teachers, teaching assistants and other members of staff.
- Positive comments in books and displaying / exhibiting good work on classroom and corridor walls. Stickers used from staff.
- End of Year Achievement Assemblies recognise progress; effort; attendance / punctuality; contributions to school life.
- Each pupil can earn Dojos with the winner in each class earning “special time”. These encourage positive behaviour and attitude and a team spirit. All children can earn these and contribute towards the agreed class reward.
- Weekly Friday Achievement Assembly.
  - Teachers/TAs identify two children from each year group (teachers will keep records) each week to receive an Achievement Award.
  - These children are invited to the front of the hall to be presented with their certificate. They will also be invited to show an example of their work if this is appropriate. There will be chairs at the front of the hall for the Stars of the Week to sit on. The certificates will be displayed for the following week on our Achievement Wall.
  - At the Achievement Assembly children are encouraged to bring along any awards, certificates etc.; that they have received through activities, sporting events and associations outside of school.
- At the end of year presentation assembly in addition to the end of term awards we acknowledge overall achievement in science, the arts, sport and contribution to the life of the school. Parents/carers of children receiving awards are invited to the end of year assembly.
- Throughout the year children have the opportunity and are encouraged to participate in a variety of presentations, events and performances. These include, Christmas Services and Celebrations; Nativity; musical; instrumental and dramatic performances; Summer and Christmas Fairs; fund raising for charity; sporting events and tournaments. We believe that these opportunities are enjoyed by the children and engender pride, confidence and a spirit of co-operation.
- Midday Assistants and catering staff award Dojo’s and stickers to promote and recognise good eating and healthy habits.

## **2B: SANCTIONS – CONSEQUENCES**

All teachers are encouraged to develop positive relationships and communication with the parents and carers of children they teach. This relationship and communication are vital to ensure that good behaviour is encouraged and recognised at home and at school.

It is the responsibility of all teachers to keep parents informed about the behaviour of their child and to speak to them if they are concerned about the behaviour of a particular child, via the telephone or in person and / or via an appointment, if necessary. A record should be kept of concerns or incidents (these are kept in the Concerns' Log).

The class teacher will keep the Headteacher informed about the behaviour of the children in their care. This includes low level, persistent disruptive behaviour, which affects pupils' learning. Low-level disruption is not accepted as a part of everyday life in the classroom and may be dealt according with this section of the policy.

We need to be mindful that in the majority of cases children only need: a firm reminder; to have behaviour and appropriate responses to situations modelled; expectations clearly expressed; and/or, understand that school and home are working together.

When using sanctions we will be trying to change the child's inappropriate behaviour and attitude. We acknowledge that it is important that the children should be in no doubt as to why they are being reprimanded.

We agree that the sanctions should:

1. be immediate or as soon as possible and where possible discrete.
2. be consistent
3. be fair.
4. be appropriate to the child's personal stage of development.
5. keep self-esteem intact.

Incidents of poor / inappropriate behaviour will be investigated and, depending on the age of the child, s/he may be asked to write what happened, in their own words.

The process for applying sanctions / consequences should be as follows:

**1<sup>st</sup> step – a verbal warning;**

**2<sup>nd</sup> step - a written warning** (a behaviour slip will be filled out);

**3<sup>rd</sup> step – five minutes taken off break;**

**4<sup>th</sup> step - miss a break;**

**5<sup>th</sup> step - report card issued and parents informed** (this may be a weekly or daily report. Individuals will report to either the Headteacher or deputy Headteacher as agreed with the class teacher. A senior member of staff will be involved in the meeting with parents/carers).

Continued poor behaviour is unacceptable.

Behaviour of a serious nature which would also include possible malicious allegations against staff will be clearly explained to parents on the day of the incident or as soon as possible.

The incident, behaviour and consequences will also be discussed with the child.



Consequences that may be applied include:

- The child may be sent to another classroom (preferably a class without any of the child being punished siblings in), with work to complete, for a timed period; according to their age. The teacher receiving a child in their class will not try to rectify the situation. They will make a note of the time then direct the child to a place in the classroom where they will not disturb others. At the end of the time, the teacher will send the child back to their class.
- The child may be sent to the Head Teacher, Deputy Head Teacher or Learning Mentor and will stay with work to complete for the remainder of the session.
- Loss of privileges e.g. not being able to participate in school visits, treats etc.
- Not being able to attend an extra - curricular activity.
- Repeating unsatisfactory work whilst supervised.
- Reinforcement of school boundaries.

A child is choosing his/her behaviour whether that is a positive or a negative choice.

The following forms of consequence will be avoided where possible:

1. Children standing outside classrooms.
2. Children repeating work whilst unsupervised in a classroom.
3. Children being detained after school.
4. The punishment of whole groups (if individuals are to blame).

The school employs a part-time Learning Mentor who plays an important role in supporting and guiding children to help them overcome social, emotional and behavioural problems, which may act as barriers to learning. Where appropriate a child/children will be supported by the Learning Mentor.

It is important that we recognise potential triggers for some of our more vulnerable children. We will aim to anticipate these and put appropriate actions and support into place.

The school will assess the need to liaise with relevant external agencies in the case of continued misbehaviour or in cases of extreme misbehaviour.

## **Appendix 3: GUIDELINES FOR MANAGING CASES OF EXTREME BEHAVIOURAL DIFFICULTIES**

### **GUIDELINES: LOSS OF PLAYTIME(S) &/OR LUNCHTIME(S)**

The school has zero tolerance of violent / abusive behaviour. Such behaviour will result in an immediate exclusion from the classroom or playground, and the child's playtime / dinnertime will be managed & supervised by Head, Deputy, SMT or Key Stage Leaders.

- Children on playtime / lunchtime exclusion will automatically placed on report.
- Parents/carers will be informed of the child's unacceptable behaviour and the consequences by the Head teacher.
- A child placed on this detention will have their lunch under the supervision of a member of staff.
- The child will be given relevant class work to complete under appropriate supervision.
- A serious incident during the afternoon will result in the consequence being carried over to the next day.
- A second incident i.e. within 5 days may result in a fixed term exclusion from the playground during playtime / dinnertime. Parental involvement and support will be sought at this stage.
- Fixed term exclusions from school at lunchtime may be considered in extreme cases.

### **GUIDELINES: EXCLUSIONS FROM SCHOOL**

- Temporary managed moves and Fixed term exclusions may be considered in extreme cases.

Parents who do not engage with the school to help address their child's behaviour will have possible future options clearly explained i.e. a temporary managed move or fixed term exclusion.

### **GUIDELINES: SEARCHING & SCREENING PUPILS**

Legal provisions exist which enable school staff to confiscate items from pupils. These enable a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They also allow staff the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property;

Weapons and knives and extreme or child pornography must always be handed over to

the police. Other prohibited items will be confiscated and may be returned to parents or carer.

### **GUIDELINES: USE OF REASONABLE FORCE**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items.

### **GUIDELINES: INAPPROPRIATE BEHAVIOUR OUTSIDE THE SCHOOL GATE**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Teachers may sanction pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Sanctions will be implemented in line with the Positive Behaviour & Anti Bullying policy – refer to Sanctions section.

### **GUIDELINES: EDUCATIONAL VISITS**

The principles, expectations and guidelines set in this policy apply to school trips and school events or activities arranged off the school premises by school staff.

If a pupil’s behaviour before a trip or educational experience is consistently unacceptable and they have moved to step 5 of the consequences process (see Appendix 1) they will not be accepted on the trip or educational experience.

The school reserves the right at any time to withdraw any pupil from a trip or educational experience if they are involved in any behaviour which we deem does not live up to our school of conduct.

### **GUIDELINES: E SAFETY INCIDENTS**

Any inappropriate or offensive behaviour conducted through any ICT systems within the school may be subject to the sanctions in the relevant section of this policy.

#### **Appendix 4: GUIDELINES: PASTORAL CARE FOR SCHOOL STAFF**

The school has a duty of care to its employees and takes allegations made about staff very seriously.

The headteacher will manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling or medical advice where this is provided by the employer.

The case manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual (it may include support via the local authority occupational health or employee welfare arrangements). When employees are suspended the headteacher will ensure that they are kept informed of both the progress of their case and current work-related issues.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

Parents and carers need to be aware that the Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college (where that identification would identify the teacher as the subject of the allegation).

## **Appendix 5: GUIDELINES FOR STAFF ON MANAGING BEHAVIOUR**

### **Entry to and exit from school**

The school morning begins at 8:55 a.m. however school is open to pupils from 8:45 a.m. and teachers are in the classrooms to greet and supervise pupils during this “fix it time.” This period allows pupils to respond to teachers marking or begin an activity set by the teacher. It sets a calm and positive tone to the day.

A member of staff, usually the Head teacher is on the playground each morning to welcome children and to be available to parents.

At the end of the day and each class session teachers are expected to supervise their pupils exit from their classrooms and the building.

### **Toilets**

Teachers should use their own discretion when dealing with the matter of allowing children toilet visits during lesson times. If a child has a medical condition, then access to the toilet is necessary and a child must be allowed to use the toilet as often as he/she needs.

Pupils should be encouraged to visit the toilet during break and lunchtimes to avoid any unnecessary disruption to teaching and learning.

### **Corridors**

This is a difficult, yet vital, area in which teachers need to be vigilant. Children, in their class groups, should be supervised from playground to classroom by the teacher. We aim to have movement around the school tackled in a controlled, calm and quiet manner, the children appreciating the need for self- control. Children leaving classrooms and the building should be supervised by their teacher.

Teachers should supervise their pupils’ movement to and from assemblies.

### **During wet playtimes**

Children should be allowed to go to the toilet and then remain in the classroom.

Resources such as comics, games, paper, crayons, pens/pencils etc. should help to ensure the children remain occupied. Teacher presence during this time will ensure that equipment and resources are readily available and appropriately. This arrangement for access to agreed resources will be continued by our Mid Day Assistants during wet lunch times.

### **Playtimes and Lining up**

The prevention of accidents as well as the need to supervise conduct demands the prompt arrival of teachers onto the playground. Any incidents, which occur during playtime, should be dealt with by one of the members of staff on duty. Situations, which require extra support, should have the support of a senior member of staff as required. Incidents should be recorded in Concerns Log.

As break finishes, prior to the end of break a message is sent to the staffroom to alert staff that the children are due to line up. Teachers and teaching assistants responsible for a class or group of children will come to the playground promptly to collect their children.

### **Assemblies**

Assemblies provide an opportunity to reinforce desirable behaviour. How children come into assembly, how well they line up, whether or not they give some thought and focus to the presentation and how well they listen, are all important points in setting the tone for this occasion and, indeed in most cases, for the rest of the school session.