



North Park Primary School

Behaviour Policy

Reviewed and updated November 2021

North Park Primary School
Achieving and Growing, together in friendship

Behaviour Policy

Introduction

North Park Primary School is committed to ensuring the learning environment is safe and secure, and that its pupils are nurtured and well cared for, so that bullying is prevented, and so that pupils are able to learn and succeed.

We have high expectations for conduct and behaviour in school, and we work hard to instil these standards in all pupils to ensure standards are maintained and demonstrated within school, when undertaking external visits, and within the wider community as a whole.

We believe in educating pupils about behaviour in a broader context and in supporting them to take responsibility for their actions; as such this policy is fundamental to our rights respecting ethos. It should be read in conjunction with the school's policies on:

- Anti-Bullying
- PSHCE
- Equality
- Safeguarding policies
- Special Educational Needs

Our approach to behaviour is focused on the positive; we acknowledge and reward positive behaviour and attitude, giving children responsibilities and working to raise their confidence and self-esteem; by developing this we believe this will enhance their attitude towards, and behaviour in school. Our curriculum is also designed to support pupils to develop an understanding of their feelings, emotions and behaviours as they mature.

However, we also recognise that there are times when some behaviours do not meet the high standards we set and we aim to act as swiftly, consistently and fairly as possible in dealing with such incidents. This will involve using all strategies at our disposal to help improve behaviours, including offering support and targeted intervention if required.

We are committed to working in partnership with parents and families in maintaining good behaviour.

Equality

The school is committed to ensuring we celebrate difference and promote equality in all we do. Our school welcomes everyone from all walks of life. Everyone must welcome and celebrate all others in school. Everyone is treated equally regardless of their:

- Age
- Disability
- Gender or gender identity
- Race or nationality
- Religion or belief
- Pregnancy
- Marriage
- Sexual orientation.

Equal opportunities underpin the work done within both the explicit and implicit curriculum. Pupils are regularly taught about the diverse society we live in and our Spiritual, Moral, Social and Cultural guidance prepares the pupils to be effective citizens in life. We hold the Rights Respecting School Award, which underpins and supports this behaviour policy and guidance, and is reflected within the work we do in school. We are an Educate and Celebrate (LGBT) Good practice School. As part of this, any incidences of poor behaviour which relate to inequality will not be tolerated.

- The school has comprehensive Equality and Anti-Bullying policies in place, in line with the Equality Act 2010; the school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3.
- The Equality Governor is Father J Livesley
- The policy includes all forms of prejudice and bullying and recognises the need to ensure school is pro-active in its opposition to all forms of prejudicial behaviour. All incidences of this kind are logged and reported, and reviewed termly by Governors; school ensures its responsibilities in recording and reporting incidences are taken seriously.

Aims

The main aim of the school is to promote positive, caring attitudes towards all members of the school community and to show positive regard for others, their rights and ownership of property. This is achieved by:

- Having a nurturing and friendly school ethos, enabling staff to meet the needs of all children sensitively.
- Consciously acting as role models, encouraging fairness and regard for others.
- Teaching the curriculum thoughtfully and sensitively with staff making appropriate provision in the classroom for children of all abilities so that they experience success.
- Making pupils feel they are important as individuals and that hard work, effort and good behaviour is acknowledged and appreciated.
- Maintaining and communicating high expectations of behaviour and conduct
- A system built on praise for effort and achievement
- Children being aware of their rights and responsibilities
- Children knowing and understanding the behaviour policy, including the fair system of rewards for good behaviour and any sanctions for misbehaving.
- A commitment from all staff to follow the policy with fairness and consistency.
- Regular monitoring and review of any behavioural difficulties by staff, to aid early intervention as required.
- Seeking additional support where necessary
- Working in partnership with families to promote and support positive behaviour

The school behaviour policy also applies when the children are off school premises on any educational visit.

Rights Respecting School

Our school behaviour policy incorporates teaching children about rights and responsibilities. This is incorporated into the PSHCE curriculum guidance. Each class develops their own understanding of acceptable rules and devises a 'charter' for behaviour according to their age and needs. Pupils develop their understanding of rights and responsibilities through the

use of similar language.

As a whole school the children understand the main rules in class and in the school as a whole, including lunchtime, assembly and playtime. These agreed rules form the main part of the school behaviour system and reinforce the main behaviour rules:

- Follow teacher instructions
- Be safe
- Keep hands and feet to yourself

Positive Reinforcement and Reward

We have developed our reward system to ensure children's hard work, good behaviour and positive attitudes and contribution to school life are acknowledged. In-class rewards are developed by teachers. The school uses Class Dojo to reward children in classes.

Rewards are given for:

- Good manners and politeness
- Helping others
- Being a good role model
- Hard work and effort
- Positive attitudes – persistence, concentration, determination, resilience
- Achievements

A variety of reward systems are used by staff, depending on the age of the pupils. Rewards include:

- Dojo points (which can lead to additional in-class treats)
- Stickers and stamps
- Certificates – Star of the Week, Reading, Citizenship, Homework, Handwriting, Maths – in weekly and termly awards assemblies
- Caring cup – presented by pupils
- Playground awards – presented by pupils
- Being sent to other teachers and Head teacher to show work
- Text messages home
- Other in class rewards
- Golden Day – half termly 'treat' day

During lunchtime our behaviour policy is reinforced by the supervisory assistants and staff on duty.

Sanctions and support for poor behaviour

From time to time children fail to behave in an acceptable manner. On these occasions there are a series of consequences followed in school.

Class teacher

On most occasions unacceptable behaviour can be dealt with by the class teacher. Teachers have a responsibility to ensure children clearly understand specifically why their behaviour is unacceptable and how they should behave, and to deal with pupils in a calm, firm and fair manner. Teachers will communicate any concerns to parents and keep a record to monitor improvement and progress. Staff may follow the system of sanctions in place in school (see below)

Support from senior staff

If unacceptable behaviour persists (or the incident is more serious in the first instance) other members of staff may become involved, including the headteacher. Senior staff will follow through with sanctions, as is most appropriate, e.g. detention - missing break or lunch, reporting to parents; there may be occasions when, because of the severity of poor behaviour, children move immediately onto stages 3, 4 or 5.

Further actions

If a child displays persistently negative behaviour, or behaviour which is dangerous or poses a real threat to others, the child will be referred to the head teacher (or, in her absence, the DHT). The child's behaviour will be discussed again, explaining why the behaviour is unacceptable, explaining school rules, etc, in a way the child can understand. Again, every opportunity will be given for the child to start afresh displaying acceptable conduct. It is always emphasised that it is the poor behaviour that is not liked, not the child.

Where a child's behaviour is cause for concern the Head Teacher may contact parents. At this time a suitable behaviour support programme will be discussed that will work between the home and school. Again, this will seek to emphasise a more positive than negative approach, ensuring that the individual pupil feels appropriate behaviour is a possibility rather than an impossible task.

Additional support

When a child is persistently behaving in a way which disrupts teaching and learning or causes distress to other children, other support may be required.

- The Inclusion Manager teacher may be called upon to assist the class teacher in setting acceptable standards of behaviour in the classroom. Teachers will monitor behaviour using Behaviour Report Card. These highlight areas giving cause for concern and can form the basis for target setting. We may also sometimes use a home school diary so that the children can start to understand that home and school work together to solve problems.
- It may be necessary in some cases, to offer further support from outside agencies, for example LA Behaviour Panel, Crisis Response, CAMHS, LA Emotional Wellbeing Team.
- In the most extreme situation, where a child's behaviour is becoming physically aggressive, and where they are becoming a danger to themselves and others, staff may employ the 'Team Teach' techniques in order to physically remove them to another setting. Decision to restrain or remove pupils will only be done under guidance and direction of senior members of staff, and only fully trained members of staff will be involved. All incidents will be recorded and reported to parents (see RPI policy).

Exclusion

If all strategies fail and a pupil still behaves in an unacceptable manner or a pupil is endangering other pupils, themselves or an adult it may be necessary to exclude the pupil. This is a last resort. For pupils who have been excluded for a fixed period, a plan will be put in place to support pupils to reintegrate successfully back into school life. Parents will need to bring pupils into school and agree to the plan in order for pupils to be supported and for home and school to be working in partnership.

In more extreme cases where permanent exclusion is being considered, the Local Authority will be asked for support to find solutions that are suitable for school and parents. Governors will be fully involved in this process.

Summary of actions taken in cases of unacceptable behaviour

Actions to be taken as necessary	Guidance
1 - Warning	Verbal warning given– this will be done with clear guidance on positive alternatives and it will be explained clearly what behaviour is not acceptable
2 – Second warning	Recorded by the teacher in class. The child may also miss a short period of their break time, if necessary. If a child is sent to detention the teacher on detention duty will record this.
3 – Removal from class/situation	If there is a further incident or the incident is more serious, the child will be sent to Mrs Atkinson or Mrs Monk. A member of support staff may also accompany them, or the teacher can phone ahead. The child may be: <ul style="list-style-type: none"> • Spoken to and returned to class • Kept out of class for the rest of the session (or another teacher by prior agreement) • Told they have lost privileges, e.g. playtimes/ lunch break (detention)
4 – Further involvement of Headteacher	A child will be sent to Mrs Monk if <ul style="list-style-type: none"> • Their behaviour has not improved after being out of class • The incident is serious enough to warrant Headteacher involvement Mrs Monk will judge whether to contact parents. At this point, and if poor behaviour is persisting, a Behaviour Report Card will be used (See Appendix 1). This is means of monitoring behaviour in all sessions (lessons, break and lunch). Children will lose privileges such as clubs, trips and special events. Children may also be kept in at break/lunchtime. Parents will be informed (Appendix 2).
5 – Further contact with parents and further actions	Mrs Monk or Mrs. Atkinson will contact parents to seek their support in developing a behaviour programme. E.g. use of a report card, use of behaviour diaries, regular behaviour reviews, special arrangements for arrival/leaving school, etc. Additional support from specialist agencies may also be sought.
6 - Exclusion	A last resort but is sometimes necessary. Exclusion can be for a fixed term or be a permanent exclusion.

Procedures following fixed term exclusion

1. Exclusions up to five consecutive days – work will be set and marked by the school. During this period the parents of the excluded child must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty notice if they fail to do this.
2. Exclusions for six consecutive days or more – the school has a duty to provide suitable full-time education provision from and including the 6th day of the exclusion. A member of staff from our school will accompany this pupil.

Monitoring and reporting of behaviour

- Class teachers monitor and record behaviour of pupils in class; they meet with parents to discuss behaviour. As well as ensuring they continuously reward positive behaviours they will inform senior staff and parents of any pupils causing concern, and keep ongoing notes of incidents they have dealt with and records of discussion or

meetings with parents.

- The annual report to parents includes a section on general development; within this attitudes and behaviours will be detailed.
- Detention books – records of any pupils missing breaks. These are reviewed by senior staff and if necessary parents will be informed. A record is also kept of pupils missing Golden Day, if necessary. (see Appendix 3)
- Rewards are given through Dojo points in class and show records of achievement.
- Staff may record behaviour with the Inclusion Manager on the SEN Register.
- The headteacher/ deputy headteacher will keep a brief note of any pupils they have dealt with. If necessary, and for more serious incidents, there are then recorded on the school system (CPOMS). In their absence other senior staff will complete the records. These are reviewed and where necessary parents are informed.
- If a pupil has a behaviour report card (see Appendix 1) then behaviour is recorded daily, Letters are sent to parents and copies are kept on file (Appendix 2).
- Chronologies may be developed if necessary.
- Behaviour plans may be developed (and will be developed after any exclusion) and copies of these are kept
- Any records of Restrictive Physical Intervention are kept. (see RPI policy and DFE guidance – Use of Reasonable Force)
- Behaviour is reported to and monitored by Governors; records are available for review.

Parents

The school aims to continue the supportive and positive links between home and school and try, wherever possible to accommodate the personal needs of parents so that consultation, discussion, and advice, etc, is always available. Staff are happy to be approached about worries parents may have concerning their children.

Where a child's behaviour in school is found to be causing concern his/her parents are contacted and actively involved in determining a suitable approach to the individual child's behaviour.

Parents will be kept fully informed about a pupil's progress, including behaviour and attitude to learning.

Governors

School governors play an active part in the positive ethos of the school in showing positive care and ensuring just and fair dealing in all circumstances. They regularly review behaviour within school and monitor record keeping and reporting arrangements. Governors also sit on the Pupil Discipline Committee, which is convened when necessary. Governors also visit school and monitor conduct and behaviour.

This policy should be read alongside other school policies, including:

- Anti-Bullying
- Safeguarding policies (Keeping children safe in Education)
- PSHCE
- Equality
- RPI policy
- Health and Safety

This policy is also in line with DFE Guidance:

- Behaviour and Discipline in Schools, 2016
- Mental Health and Behaviour in Schools, 2016
- Exclusion from Maintained schools, 2017
- Keeping Children Safe in Education, 2016

Addendum – Covid 19 related update (June 2020 and September 2020)

In response to the ongoing COVID19 situation and the return to school of:

- I. some groups of pupils (Nursery, Reception, Year 1 and Year 6) – June 2020
- II. All pupils – September 2020

North Park Primary has adopted additional guidance from DfE as regards behaviour.

In light of the need for children to behave differently when they return to school, and new systems which have been put in place to support this, some changes have been made to our behaviour policy. These will be communicated to pupils, parents and staff.

All pupils must:

- follow the altered routines for arrival or departure
- follow the school's instructions on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example out of bounds areas, segregated play, queuing)
- be sensible and follow guidance when sneezing, coughing etc and dispose of tissues in the proper place ('catch it, bin it, kill it') and avoiding touching mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus (COVID-19)
- follow rules about not sharing any equipment or other items including drinking bottles, unless staff ask them to use shared resources which will then be cleaned
- follow adult instructions about where they may or may not play during break times
- follow instructions about use of toilets and handwashing facilities
- not cough or spit at or towards any other person

All pupils in school and their parents have access to this updated guidance and routines have been communicated with them; these set out clear expectations for parents, pupils and the school. Any infringement of these expectations will be taken seriously as they aim to protect everyone involved with North Park Primary.

Pupils will be rewarded for their behaviour using in school rewards, as detailed in the behaviour policy and will receive sanctions when not meeting the expectation.

North Park Primary School	Behaviour Report Card
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NAME Reasons for being put on Report Card	DATE
Target Behaviours 1.	

Day	Morning Session	Assembly and Break	Morning Session	Lunch	Afternoon	Target met? Comment	Parents' signature

Whilst on report xxxxx will not be permitted to any clubs or after school activities, or in school treats. xxxxx will stay indoors for break.

Appendix 2 – Draft letter to Parents – Behaviour Report Card

BEHAVIOUR REPORT CARD – PARENT INFORMATION

Dear Parent/Carer,

Your child's behaviour has not been acceptable at the moment.

Details regarding behaviours

After discussion with their class teacher, and other members of staff, we feel it necessary to put your child on a behaviour report card, in order for us to monitor behaviour and seek to improve it.

A child is put on a report card either because of a one-off event which is serious, or due to an accumulation of a recent issues.

When a child is on a report card it means he/she ***will not be permitted to take part in any after-school activities, or in-school treats that we are having, including Golden Day.***

In addition he/she will be sent to either myself, or Mrs Atkinson, after each lesson, after break and lunchtime, and at the end of the day in order for us to track behaviour and ensure they are working towards the agreed targets.

Report cards will be sent home each day for you to see. Please sign and return it to school the following day.

The report card will be reviewed after each week and if your child's behaviour has improved he/she will be removed from report. If, however, it is felt that behaviour still needs to improve your child will remain on report.

If your child's behaviour does not improve within a few weeks, you will be invited into school to discuss other strategies we may need to use in order to improve behaviour.

If you have any concerns, please contact me or your child's class teacher.

Mrs P Monk
Head Teacher

Date

