



Parkfield School Behaviour Policy

Our **school motto** is:

Achieving Together

Our behaviour policy helps develop a healthier learning environment, where children and young people take responsibility over their own behaviour and learning.

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 from all and rewarded.

We aim to:

- help children make good choices so that they become more responsible and respect themselves and others
- ensure that everyone listens to each other
- create a learning environment where children are happy to come to school to express themselves leading to better attendance and fewer behaviour incidents
- raise children and young people's awareness of the impact of their choices on others

We believe that:

- all children and members of the school community should feel happy, safe and cared for at Parkfield
- behaviour that upsets or harms any member of the community should be addressed and all parties involved given the opportunity and support to put things right
- a consistent approach will support our children in understanding the expectations of them within our school community
- involving parents and families in encouraging good behaviour will develop greater consistency in pupils making the right choice
- children who have support in reflecting on their behaviour are more able to take responsibility for their actions
- teaching lifelong skills and being good role models will enable and empower the children to make good relationships.

We achieve this by;

- All staff sharing the responsibility for the behaviour of all our children
- speaking to each other calmly to and always listening to each other's point of view
- recognising and praising all good behaviours – through the school initiative of 'caught you being good' and 'Secret Star'
- All adults and children using the 'Zones of Regulation' to recognise how they feel and ways in which they can regulate when needed
- All Staff establishing good and clear communications between parents/carers and all children they work so that there is shared expectation of a child's behaviour
- allowing forums for opinions to be shared, for voices to be heard and resolutions to be achieved

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- making the school community aware of the school's expectations and rules through assemblies, class discussions, our school website and other appropriate media
- sharing solutions, sanctions and consequences so there is clear understanding of expectable behaviours
- following the guidelines agreed when applying sanctions and to be fair and consistent when applying school and class rules.
- extra guidance and support being given to children who may need it through nurture groups

Rules

All individual class rules are supported by the *The Parkfield Pledge/Promise*; our whole school behaviour guide which applies to everyone who comes into the school to work or visit: [See Appendix 1.](#)

Every class creates a set of up to 5 or 6 **Class Rules** together at the start of the year. These rules 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.

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.

Children are always welcomed by all senior leaders for praise when demonstrating good work or behaviour.

Lunchtime staff have their own system of stickers, plus the use of 'caught your being good' tickets

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. Individual class systems should also underpin and not replace whole school Systems.

Rewards are important to children's self-esteem and will not be removed once given. 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.

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 has a **3 step system** for consequences

1. a reminder – allowing for discussion and opportunity to change behaviour within their group/table. At this stage the adult may suggest : moving seats, sitting near an adult, having a drink of water, or going for a walk
2. a formal warning talking to the child at their level – allocate an area within the classroom on their own to reflect and allow time for self-regulation and a positive change in behaviour and a further conversation can take place. Reinforce previous good behaviour proving that they can make the right changes.
[EYFS a quiet seat to calm themselves and then allow time for 1:1 discussion](#)
only move to step 3 if step 2 has not achieved a calm and positive outcome
3. a set consequence or sanction – the child may need to miss some of their playtime so that work can be completed or a private conversation can happen (which is the teacher’s responsibility to supervise) or you may need to send the child to the nearest senior leader if the child is then disturbing the learning of others or is more likely to calm down away from the class. An explanation and discussion directly with the senior leader needs to happen and this incident needs to be recorded on Scholarpack , if the child is going to learn in isolation. This then needs to be shared with parents.

The sanctions used will be dependent upon the age of the child and the nature of their behaviour and individual needs; SEND

For more serious behaviours, continued low level disruption or if a child is regularly receiving sanctions, please seek support from a member of the senior leadership team.

Serious behaviour includes: see appendix 3

In the playground the 3 step system is the same, usually by taking some time out either by standing/sitting on one side for a short period of time, this is then followed by a discussion with an adult to find out why this behaviour has occurred in the first place and always at the level of the pupil. It is always best practice to talk and listen to the child.

For more serious behaviour (a behaviour which puts the child or others at risk), a senior member of staff needs to be informed/called upon to support the children and adults dealing with the situation.

Adults should NEVER leave the playground to call for assistance. Please use the messenger system.

A triangle/help symbol sent to the office with a responsible person which will indicate where the support is needed.

The Behaviour Log (See Appendix 2)

All serious incidents ([A codes and persistent B codes; appendix 3](#)), including bullying and racist behaviour are recorded on the on line behaviour log (Scholarpack) **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 suspension from school or lunchtime suspension – Recorded on both Scholarpack and My Concern

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.

Internal Suspension under supervision

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. Under some circumstances a fixed term inclusion may be carried out at a partner school (Elliot Foundation School) under the supervision of a member of Parkfield Staff.

Fixed Term Suspension

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 and expectations of rejoining school.

Permanent Exclusion

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

All **fixed term or permanent 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 to support the victim and their family alongside educating the perpetrator.

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 staff and their own class teacher and resist retaliating themselves.

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

Staff and children need to be aware that bullying can take place in person or virtually (social media, gaming etc..)

Dealing with Serious Behaviours

For the vast majority of the time, Parkfield children behave and act very well.

If a serious incident occurs this needs proportionate action and the following applies:

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

If the class is seriously at risk, they are taken out of the classroom and the incident reported as soon as possible (prioritise the safety of the majority).

Strategies for Improving Behaviour

Sometimes, ongoing behaviour issues require additional strategies. We work with parents to decide the best strategies to employ and discuss incentives appropriate to the child and their circumstances. The school uses star charts, behaviour plans, home/school report books.

Usually, these are successful ways of getting a child back on track. Occasionally, offers of help from outside agencies is also used. i.e. early help, grief encounters etc..

Celebrating Our Best Behaviour

We are proud of our pupils and the way that they care for each other. We like to celebrate these behaviours in assemblies, this is done through our caught you being good prize box and a student selected secretly for special praise.

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 or to send an email 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

Our Promise to each other

- 1. Treat everybody with respect and kindness**
(make sure we all feel good about ourselves)
- 2. Be friendly and polite, especially to one another and make newcomers feel welcome**
(make sure everyone is included)
- 3. Speak and listen to one another**
(we have an equal voice and respect each other's opinions)
- 4. Look after our surroundings and take care of all our equipment**
(appreciate all that we have)
- 5. Always look after each other and share problems so we can help one another**
(Speak up and let someone help you)



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 SLT (Head/Deputy/Asst. Head)
Verbal (face to face or on line) or physical abuse towards staff
Verbal (face to face or online) or physical abuse towards 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