



Behaviour Management Policy

Aim

The ultimate aim of this policy is to promote the safeguarding of children as defined by the Pioneer Community Academy Trust statement on safeguarding children

Rationale

At Parkside Primary Academy, we believe that good behaviour is the key foundation of good education. Without an orderly atmosphere effective teaching and learning cannot take place.

We also believe that learning how to behave towards each other is an important part of Academy life and may directly influence attitudes adopted in later life.

The aim of this policy is to clearly indicate to everyone who works in our Academy, to parents/carers, visitors and our community; the standard of behaviour which is expected of every one of its members.

Our Academy Rules

Children are expected to follow our Academy rules as they support appropriate behaviour. Following consultation with parents, pupils and staff, these have been established as follows:

- ✓ Be kind
- ✓ Be respectful
- ✓ Be a learner
- ✓ Be honest
- ✓ Be responsible

If children choose not to follow the Academy rules and behave inappropriately, a stepped approach to consequences operates:

Foundation Stage Behaviour Management System

Step One

(a) Distract

Many young children can be diverted from poor or inappropriate behaviour by giving them focused attention or simply turning their attention to something else.

(b) Offer choices

Give a clear choice, 'I would like you to help tidy up or you might have to miss the story'. Offer to give children a few minutes to think about their choices and then go back to them and ask which they want to do.

(c) Say 'stop' instead of 'no'

Using the word 'stop' instead of 'no' is effective for many reasons. When 'no' is used as part of everyday boundary setting with children, it can lose the effect and children start to ignore it. However, when we say 'stop' it gives children something to do and also allows you to explain why the behaviour should stop.

It is agreed that when unacceptable behaviour occurs, the practitioner will talk quietly, calmly, in a lower register and slower than usual. Raised voices are not effective or acceptable.

Step Two

(a) The Sunshine, Cloud and Rain Cloud system

All children's names begin the day on the sunshine. If the children's behaviour is not acceptable they will be given a verbal warning, if the behaviour continues their name will be moved to the cloud. The cloud is a warning to the children that their behaviour needs to change. If the behaviour continues their name will be moved to the rain cloud. They will have time out from their activity and their name will be recorded.

(b) Use 'time out'

Time out can be used to modify serious or challenging behaviour. Remove the child from whatever they are doing and ask them to sit/stand in a safe place for a period of time. The adult in these circumstances could ignore the child and offer no eye contact or conversation. This is an opportunity for the child to calm down – to think and reflect on their behaviour. It is vital to remember to give the child an 'invitation to return' if they wish to be accepted back into the wider group – if appropriate, explain to the child why time out was needed. If this child then behaves appropriately in the next few minutes offer clear affirmation and praise. It is important that 'time out' is used appropriately, and only when essential.

Sometimes children need time and space to recover before explaining why their behaviour was unacceptable.

Recording of Negative Behaviour

EYFS Behaviour Record

When children's names have been moved onto the rain cloud, their names are recorded by the class teacher with a record of the behaviour. The class teacher uses the record for evidence for rewards.

Step Three

If all steps have been followed and further action is required now follow the KS1 and KS2 behaviour management system:

Key Stage One and Key Stage Two Behaviour Management System

- a. One verbal warning
- b. Name on board
- c. One X after name
- d. Second cross actions a blue slip. Pupil receives a lunchtime or after school detention during which time they will complete work set by class teacher. If a pupil displays disruptive behaviour which distracts other pupils from learning, the pupil will be sent to a member of the Leadership team for a specified amount of time as written on the blue slip.

In a half term:

3 blue slips = behaviour log for one week and a parent/carer meeting

6 blue slips = 1 day internal exclusion and a parent/carer meeting

9 blue slips = 1 day external exclusion and a parent/carer meeting

The consequence system is continuous and operates for a half term.

If a child chooses to behave in a way which results:

- ***in a person being seriously hurt physically or verbally***
- ***in the safety of the child or that of others being threatened***
- ***in our Academy environment being damaged***

The child will receive a fixed term or permanent exclusion which overrides the standard approach.

Reasonable adjustments will be made to this policy for children with special educational needs/disabilities, in line with The Equality Act 2010.

Recording of Negative Behaviour

Names on the Board

Each class uses the SIMS conduct log to record children who have had their name on the board.

All children who receive behaviour slips will be recorded in the Academy's behaviour file. The file monitors pupils' behaviour using the '3, 6, 9' system, and indicates any pupils who will not participate in the half termly reward afternoons.

Blue behaviour slips are also recorded using the SIMS Conduct Log and parents/carers are informed.

Breaktime and Lunchtime Behaviour

If a child behaves inappropriately they are sent to a designated area by an adult on playground duty. The child remains in the designated area until instructed to return to play by an adult. Incidents will be recorded using the Playground log. These will be passed on to the relevant class teacher at the end of lunchtime. The child's name will then go on to the board or the next step as necessary.

Each half term is viewed as a 'fresh start'.

A minority of children display negative behaviour on a regular basis. These children will remain inside at lunchtime.

A member of support staff will take and collect the child to and from the relevant member of staff.

Failure to hand in Homework (Year 2 – Year 6)

If children do not hand in their homework on the due date they receive a break time detention. Children will complete the homework task whilst in detention. Children's names are recorded by the class teacher.

Rewards

Inside Behaviour

At the end of each half term, Reception and Key Stage One pupils will receive a 'well done for keeping the Academy rules' certificate if they have had their name three or less times on the board across the half term. For Key Stage Two pupils, the same reward is in operation but with no names on the board.

Outside Behaviour (Year 1 – Year 6)

At the end of each break and lunch time keys will be awarded to the classes lining up with the best and most sensible behaviour. If a class is out of the Academy, it is at the class teacher's discretion to award a maximum of three tokens.

Every week in Friday's reward assembly, the class in each Key Stage with the most tokens is rewarded by being allowed to have an extra playtime and have the privilege of going to lunch first the following week.

Work

Nursery

If children try extra hard with their work they will receive a sticker. The sticker will reflect the learning that has taken place and encourage communication between children, key workers and parents/carers.

Pupil of the Week (F2 – Year 6)

Each class teacher will choose one child each week that has done something extra special.

In Friday's reward assembly, the children will receive a certificate, a sticker and an item from the reward bucket.

Pupils of the Year (F2 – Year 6)

In our end of year assembly, each class teacher will choose one boy and one girl from their class who has consistently shown an excellent attitude towards the Academy.

This child will receive a certificate and an award.

Attendance and Punctuality (F2 – Year 6)

Weekly

If a child achieves 100% attendance and punctuality, then they receive an attendance sticker and stand up in Friday's reward assembly to be praised.

If a class achieves 100% attendance and punctuality, they are rewarded with a non-uniform day the following Monday.

Half-termly

If a child achieves 100% attendance, they receive a reward in the end of half term reward assembly

End of Year

If a child achieves 100% attendance for the whole year, having been on roll since the start of the academic year, they will be invited to attend a reward trip at the end of the year.

Other Procedures to support a calm orderly Academy Playground Lining Up

- A member of staff blows a long whistle once
- Children stand upright and still, stop talking and playing with equipment
- The member of staff blows the whistle again

- The pupils walk in silence to their class line
- The pupils stand in a straight line, in silence, facing the front

Moving Around the Academy Rules

1. Walk and wait silently
2. If you are moving around the Academy, walk on the left
3. If walking or waiting with a class, you need to be in single file and in assembly/number order
4. When using steps or stairs, you need to walk down on the left and walk up on the left, using one step at a time
5. Open doors for adults and wait for them to go through the door before moving on

Other Information

Academy staff have the power to use reasonable force, if required (see Use of Force by Staff to Control or Restrain Pupils Policy).

This policy needs to be read in conjunction with our:

- Safeguarding Children statement
- Child Protection policy
- Anti-bullying policy
- Use of Force by Staff to Control or Restrain Pupils policy
- Homework policy
- Home-Academy agreement
- Equality policy
- Special Educational Needs policy

and the DfE's:

- Behaviour and discipline in schools – A guide for head teachers and school staff (2016)
- Behaviour and discipline in schools – Guidance for governing bodies(2012)
- Screening, searching and confiscation - Advice for head teachers, staff and governing bodies (2012)
- Use of reasonable force – Advice for head teachers, staff and governing bodies (2012)
- Preventing and tackling bullying – Advice for head teachers, staff and governing bodies (2012)
- Home-school agreements – Guidance for local authorities and governing bodies (2012)

Monitoring and evaluation

Parkside Primary Academy ensures this policy is compliant with its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The Trust has a legal duty to make reasonable adjustments for disabled children and children with SEN.

Staff and governors, on a three yearly basis, will review this policy unless circumstances demand an earlier review.

This policy was adopted on the 1.1.2017. It will be reviewed by the end of Autumn 2 2019/2020 unless circumstances demand an earlier review.

Parkside Primary Academy has adopted the Department of Education's guidance as outlined in Behaviour and Discipline in Schools – A guide for head teachers and school staff 2016

Appendix 1

Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Appendix 2

Punishing Poor Behaviour

Parkside Primary Academy will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the Academy's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment is necessary.

Appendix 3

The Power to discipline beyond the school gate

The Local Governing Body will need to ask the Head of School to consider what the Academy's response should be to:

any bad behaviour when the child is:

- taking part in any Academy-organised or Academy-related activity or

- travelling to or from Academy or
- wearing Academy 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 Academy or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the Academy.

In all of those circumstances the Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against the pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, Academy staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the Academy staff should follow its safeguarding policy.

Appendix 4

Searching

Academy staff can search a pupil for any item if the pupil agrees

The Head of School and staff authorised by her/him have a statutory power to search pupils of their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence ii) to cause personal injury to, or damage to the property of any person (including the pupil)

The Head of School and authorised staff can also search for any item banned by the Academy which has been identified in the rules as an item which may be searched for

Appendix 5

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the Academy's behaviour policy.

Appendix 6

Screening

The Academy can require pupils to undergo screening by a walk through or hand held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

The Academy's statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of Academy staff can screen pupils.

Appendix 7

Telling parents and dealing with complaints

The Academy is not required to inform parents/carers before searching, confiscation or screening takes place to seek their consent.

Complaints about searching confiscation or screening should be dealt with through the normal Academy complaints procedure.

Appendix 8

Off-site Behaviour

All non criminal bad behaviour and bullying which occurs anywhere off the Academy's premises and which is witnessed by a staff member or reported to the Academy is forwarded to the Head of School. The incident will be investigated and the Academy's behaviour policy applied, if appropriate.

Appendix 9

Pastoral Care for Academy Trust staff

Parkside Primary Academy should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Local Governing Body instructs the Head of School to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support Academy staff can expect to receive if they are accused of misusing their powers.