



**Parkwood**  
Primary School

# Behaviour Policy

## January 2022

**Review:** Every Two Years

**Date of Next Review:** January 2024

| Coordinator             |  | Nominated Governor |  |
|-------------------------|--|--------------------|--|
|                         |  |                    |  |
| Headteacher             |  | Date               |  |
| Chair of Governing Body |  | Date               |  |

## **Aims of the Policy:**

- Identify how we expect children at Parkwood to behave.
- Identify the roles and responsibilities of different people in the school community with regards to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline our system of recognition and sanction.
- Provide a consistent approach to behaviour management, which is understood by all members of our school community.

## **Introduction:**

At Parkwood Primary School, we are committed to creating an environment where positive behaviour is at the heart of effective learning. We are an inclusive school where all practical measures will be put in place to support children with additional needs in order that all children have fair access to a productive learning environment.

## **School Rules:**

- Safe
- Respectful
- Ready

Parkwood children will be familiar with these rules and will be able to demonstrate full endorsement to these rules in a variety of contexts across the school day in various contexts. These rules are taught explicitly and are revisited frequently so they remain at the forefront of the children's minds. Each rule has a visual representation (see appendix 1) that will be used in displays around the school to serve as visual reminders and reference points for adults.

## **Whole Staff Responsibility:**

- It is expected that all members of staff will model safe, respectful and ready behaviour in all parts of the school through the school day in any given context.
- All staff have a duty to support teachers in creating a calm and settled environment to provide the optimum conditions for all children in our school to ensure learning time is maximised.
- Expectations will be made clear using Widget, a visual form of communication for all learners. All adults are expected to be consistent in their expectations. With instances of poor behaviour, all adults are expected to manage this using a positive approach to behaviour management.
- Classroom routines and those across the wider school will be well-established and managed effectively by staff in order to prevent and minimise poor behaviour.
- Building relationships with children is fundamental for managing their behaviour successfully. All staff should actively find ways to build relationships with children. For example: greeting pupils positively and concluding the day in a way that means they leave feeling happy; use snippets of time to get to know the child's interests and strengths and publicly praise the child for something specific.
- Record instances of poor behaviour on CPOMS (see appendix 2)

## **Teaching Staff Responsibility:**

According to the 'Teacher Standards', teachers are expected to do the following:

'Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary'

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

- Expectations and routines in relation to the school rules will be made clear, modelled, rehearsed and revisited as necessary through the year with the children.
- Teachers will dedicate classroom display space for visual reminders of our school rules and how those rules look in the classroom environment. The visuals should be used to support non-verbal reminders.
- Learning will be delivered and differentiated in a way that allows all children the best opportunity of managing their behaviour and learning successfully.
- Be proactive in seeking support from the SENCO, Pastoral Lead or DSL if you have concerns a child's behaviour may be related to a greater need or safeguarding concern.

### **Parents and Carers Responsibility:**

- As outlined in the Government Guidance on 'Parental Rights and Responsibilities' (<https://www.gov.uk/parental-rights-responsibilities>) , it is a parental responsibility to discipline their children.
- Parents and carers are expected to support the 'Home School Agreement' (see appendix 3). This can be found on the school website for reference at any point.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Support the school in terms of their own child's contribution to the behaviour policy. If their child has, having had all their own needs supported, shown that they are not ready to learn, are not being respectful or are not being safe, then parents have a key role in our partnership approach.
- Be as a responsible adult, ready to engage safely and respectfully with staff when working in partnership to support the child.

### **Behaviour Lead Responsibility:**

- Deliver CPD to provide all staff with a toolkit of strategies for managing behaviour.
- Actively support staff in enforcing school rules across the school.
- Be present in and around the school to ensure expectations are being upheld consistently using a positive approach.
- Support teachers with children who are presenting challenging behaviour.
- Write, implement and review behaviour plans where necessary (see appendix 4).

### **Headteacher Responsibility:**

- With the governing body, the headteacher will review the behaviour policy and ensure it is being implemented, particularly in terms of rewards and sanctions being applied consistently and fairly.

- The headteacher will hold staff, including the behaviour lead, to account and set suitable targets for behaviour in the school, via the School Improvement and Development Plan.
- The headteacher will take responsibility for all action relating to exclusion, being conducted with full reference to external advice and legal requirements.

### **Governing Body Responsibility:**

- Reviewing, in conjunction with the headteacher, and ratifying behaviour policy.
- Hold the headteacher to account for the implementation of this policy.

### **Recognising Positive Behaviour:**

There are several ways of showing recognition for children who consistently show safe, respectful and ready behaviour.

- Through public and private verbal praise. This has traditionally been, and will continue to be, the most meaningful form of recognition.
- Awarding credits which can be saved to purchase small items or more meaningful age-appropriate privileges. Parents will be informed of privileges earned as a form of recognition (see appendix 5).
- Credits are converted to house points which are collectively earned by each house team as a form of competition across the school.
- Contacting home in various forms.
- Class teachers can choose to operate personalised reward systems within individual classes based on the needs and the age of the cohort so long as the system is applied consistently and fairly for all children.
- Deputy Headteacher and Assistant Headteacher stickers are given for good work on an individual basis.
- Headteacher badges are earned for sustained excellence in different areas of learning. Children earn up to three bronze badges before they trade them in for a silver. Once they've earned three silver badges they can trade them in for a gold badge. These achievements are recorded and monitored. Silver and gold badges are given in assembly.

The overwhelming majority of recognition is given out to the children who consistently behave well and achieve. They are also given to children who show sustained improvements, improved attitudes to learning or success relative to the challenges they face as a result of a particular need.

Recognition should not be given to prevent behaviour e.g. if you do this, you can have this. It mustn't be used to highlight exceptions or punish individuals. Nor should positive recognition be used to appease or negotiate ahead of progress.

At Parkwood Primary there will PUBLIC RECOGNITION and PRIVATE SANCTION.

### **Unsafe Behaviour**

At Parkwood, we follow national guidelines on inclusion and exclusion. As a school, we put in all reasonable measures to allow for inclusivity. However, where children's behaviour has a significant impact on the learning and safety of others, then it requires fair and even-handed sanctions. These will be relative to the evidenced circumstances and context.

Sanctions for **low level behaviour (MINOR)** might include:

- Verbal reprimand
- In-class time out

- Change of seat
- Loss of a short amount of time from playtime or lunchtime.
- Loss of a short amount of time from playtime or lunchtime to complete learning.
- Repeat offences will be discussed by teachers with parents

Sanctions for **medium level behaviour (MINOR/MAJOR)** might include:

- Restorative work e.g. writing a letter of apology or tidying an area that has been damaged.
- Loss of significant amount of playtime or lunchtime
- A meeting with the year leader, teacher and parent
- Time with a senior leader away from class.
- Behaviour plan implemented

Sanctions for **higher level behaviour (MAJOR)** might include:

- Loss of playtime and/or lunchtime for a period of time
- Modified school day
- Internal exclusion (separated and excluded from the other children in the school)
- Lunchtime exclusion (lunchtime spent off school site)
- External exclusion (fixed term for a given number of days off school site)
- Pastoral support programmes
- Permanent exclusion

**Fixed term exclusions** of any kind are extremely serious and result from deliberate and antisocial behaviour which impacts on the learning and safety of the child themselves and those around them. The behaviour is often chosen and frequently unprovoked. **Permanent exclusions** are the most serious form of sanction in a school and are extremely rare at primary level. Reasons for exclusion can include serious examples of physical assault, verbal abuse or threatening behaviour, bullying or racist abuse, sexual misconduct, drug or alcohol misuse, damage, theft or persistent disruption.

The school makes decisions on appropriate sanctions based on 'reasonable balance of probability', including information and statement from those who witnessed events. Wherever possible, we try to ensure that any sanctions are fair, balanced and even-handed. We also prefer parents to be part of improving the situation by working with the school. If parents, however, feel that issues haven't been dealt with in a fair and even-handed way, taking all evidence available then they have the opportunity to follow the complaints procedure in order to follow up concerns with the school or governors.

At Parkwood, all sanctions will be dealt with privately. The children are not defined by their behaviour. We feel that children are good children who, on occasion, display challenging or poor behaviour.

All adults in the school have the right to be treated with respect by all children, and feel safe in a learning environment on the understanding that the adult has already followed the policy.

### **Physical Intervention and Unsafe Behaviour:**

Fully trained staff will only deploy TEAM TEACH strategies as a last resort to prevent children harming themselves or others. This will be done with respect for the struggling individual and everything will be done to preserve the dignity of the child.

### **Preventing Bullying**

Bullying includes a range of abusive behaviour that is repeated, intended to hurt someone either physically or emotionally.

We believe that children and young people should never experience abuse of any kind as it can have a detrimental impact on an individual. Collectively, everybody, has a responsibility to promote the welfare of all children and young people; to keep them safe and practise in a way that protects them.

Our policy and ethos in this area is to endorse the recommendations and values of the NSPCC in their advice for schools and other organisations.

<https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying>

At all times, we seek to prevent bullying from happening between children and young people who are part of our school or take part in our activities. We make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need. We will provide staff, volunteers, children and their families with guidance about what we should all do to prevent and deal with bullying.

### **Preventing Bullying:**

- The behaviour policy sets out how everyone involved in our organisation is expected to behave in face-to-face contact and online, and within our outside activities.
- Mutual respect for all in our establishment is non-negotiable. Lack of respectful behaviour at all levels will be challenged.
- Bringing bullying to the forefront, for example during anti bullying week, to discuss ways in which it can be prevented; how individuals involved can be supported and how it can be stopped.
- We will be proactive in seeking opportunities to learn about and celebrate differences. There will be frequent opportunities to explore sensitive subjects, such as discrimination and racism, through our concept-based curriculum and age-appropriate assemblies.

We also have a duty to protect children from unfair or unsubstantiated accusations of bullying and all such issues will be fully and fairly investigated with a view to establishing a clear balance of probability.

### **Off-site Behaviour**

Sanctions may be applied where a pupil has behaved poorly off-site when representing the school in the following ways:

- Taking part in school-related activity e.g. school trips
- Travelling to or from school in school uniform.
- If actions have repercussions for the orderly running of or the reputation of the school.

### **Legislation and Statutory Requirements:**

This policy is based on advice from the Department for Education (DfE) with regards to the following:

- Behaviour and Discipline in Schools
- Statutory Guidelines on Exclusions
- SEN Code of Practice (for 0 – 25-year olds)
- Keeping Children Safe in Education
- Unreasonable and Persistent Complaint Policy
- Staff Code of Conduct
- Teachers' Standards

**Appendix 1:**

*Ready*



*Respectful*



*Safe*



## **Appendix 2**

### **Reporting Behaviour Using CPOMS**

- Minor and major incidents that result in a sanction should be recorded on CPOMS as soon as possible.
- Minor behaviour should be reported as 'behaviour'.
- Major behaviour should be reported as 'behaviour incident'
  
- When reporting the 'incident', you must ensure you complete the following fields:
  - Location
  - Time
  - Record the incident using the best practice guidance supplied.
  - Name witnesses
  - Add other children involved to 'linked students' as the incident will then appear on their record.
  - Include action taken e.g. sanction, phone call home etc
  - Include any follow up actions to be completed.
  
- The incident should be reported on CPOMS by the member of staff who witnessed the behaviour or dealt with the behaviour initially as soon as possible.
- The appropriate members of staff should be alerted to the behaviour incident (detailed below)
- Class teachers should review their dashboard on CPOMS regularly for their own class. Year leaders should review their dashboard regularly so they have an overview of the behaviour occurring within the year group. Email prompts will be sent when you have a new incident to view.

### **Minor and Major Behaviour**

- Minor incidents, reported as 'behaviour', should be dealt with by the class teacher. The class teacher and year leader should be alerted when reporting minor incidents on CPOMS.
- Major incidents should be recorded as 'behaviour incident' and the deputy headteacher should be alerted when reporting on CPOMS.
- When reporting behaviour of any kind for SEND children, alert the SENDCO
- When reporting behaviour of a LAC/PLAC child, or a child receiving pastoral support, alert the Pastoral Pathways Lead.

The difference between minor and major incidents can be difficult to decide upon. However, the seriousness is generally related to intensity of the incident or whether the same minor behaviour is being repeated over a period of time. The following should be used as a general guide.



| <b>Behaviour (sub-categories)</b>                                    | <b>Minor (to be recorded as 'behaviour')</b>  | <b>Major (to be recorded as 'behaviour incident')</b>  |
|--|---|--|
| Unsafe behaviour   | Climbing, running in corridors, swinging on chairs, being in an area that is out of bounds.   | Putting themselves and/or others at risk by being out of bounds.   |
| Teasing/hurtful comments   | Making comments without thinking or understanding the meaning.  | Premeditated comments<br>Repetitive behaviour equating to bullying   |
| Refusal to attempt/complete work                                     | When instructed   | Repetitively on numerous occasions through a series of lessons   |
| Possession of electronic equipment/items that shouldn't be in school | Possession of or using a mobile   | 3 times or more  |
| Misuse of equipment (DM/MT)  | Knocking over equipment or using equipment without permission. Deliberately breaking equipment<br>Accessing sites, such as games, without permission. | Throwing equipment to deliberately cause harm.<br>Accessing, or deliberately attempting to, sites that are inappropriate in content.         |
| Lying  | Lying over minor issues.  | Lying over issues that may have major consequences for others.   |
| Theft  | Taking something without the owner's/school's permission<br>Taking something, admitting it and returning it.  | Stealing something significant e.g. a mobile phone, and deliberately trying to avoid being caught  |
| Leaving class without permission                                     | Leaving the class without permission for up to ten minutes before returning   | Leaving class without permission for over ten minutes.<br>Repetitively leaving the classroom without permission.                             |
| Inappropriate contact (PP/PA)  | Play fighting, rough play, pushing, scratching and pinching   | Fighting, striking, punching, hair pulling, biting   |
| Disruptive behaviour (DB)  | Behaviour that interferes with instruction, learning, and a safe orderly environment such as refusing to remain in seat and or making rude noises     | Minor behaviours that are continuous for more than 10 minutes and cause significant disruption to the classroom/school environment           |
| Disrespect toward others/others' equipment (VP)                      | Inappropriate comments.<br>Walking away when being spoken to. Using/misusing others' equipment without permission                                     | Cursing (swearing) or making physical gestures to others. Verbal abuse. Causing deliberate damage to property and/or the equipment of others |
| Defiance   | Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, unruliness or non-compliance            | Continuous for more than 10 minutes and causes significant disruption to the classroom/school environment                                    |
| Deliberate breach of protective measures                             | Deliberately not washing hands when asked.  | Spitting in someone's face<br>Deliberately coughing on someone   |

|  |  |   |
|--|--|---|
| Racial abuse<br>Abuse against sexual orientation<br>Abuse against gender or disability |  | <ul style="list-style-type: none"> <li>Incident or a series of incidents intended or likely to intimidate, offend or harm an individual or group</li> </ul> <p>Such behaviour may include:</p> <ul style="list-style-type: none"> <li>Derogatory name calling.</li> <li>Verbal threats, insults and racist jokes.</li> <li>Display of racially offensive material.</li> <li>Exclusion from activities</li> <li>Physical attack.</li> <li>Encouraging others to do the same</li> </ul> |
| Use of threat to use an offensive weapon (OW)  |  | Deliberately threaten or use a weapon offensive weapon  |
| Sexual misconduct (SM)   |  | Any conduct that is sexual, unwanted and causes distress  |

### **Appropriate Sanctions**

| <b>Minor Behaviour (behaviour)</b>  | <b>Major Behaviour (behaviour incident)<br/>*Sanctions to be decided by Year Leader/Deputy Headteacher (SENDCO for SEND children)/Headteacher (for internal and external exclusions)</b>                    |
|---|---|
|   | Letter of apology<br>Loss of breaktime<br>Loss of lunchtime<br>Restorative approach (making good something that has been damaged)<br>Contact parents  |
| Loss of part of breaktime<br>Loss of part of lunchtime<br>In-class time out<br>Change of seat | Loss of a series of breaktimes<br>Loss of a series of lunchtimes<br>Loss of a series of breaktimes and lunchtime<br>Modified school day<br>Behaviour contract<br>Internal exclusions<br>External exclusions |

## **Best Practice for Recording Incidents on CPOMS**

- Record the incident chronologically (in the order it happened).
- Include timings for each part of the incident where possible.
- Use bullet points or numbered steps to help you to keep a clear chronology of the event. It's ok to note the event on paper and transfer it to CPOMS once you have the opportunity to access it as it is often difficult to remember the details. The paper can then be destroyed.
- If you write the children's exact words, use inverted commas to show they are the actual words said by the child e.g. Ben Smith said, 'You're such a loser, go away!'
- Do not include your own thoughts and opinions concerning the child's behaviour e.g. Ben Smith was being incredibly rude. You should purely state what the child was doing. e.g. Ben Smith shouted, 'I don't care!'; stood up; left the classroom and closed the door with more force than needed behind him.
- Avoid using words to alter the meaning of the action e.g. he stormed off. This could be written differently: Ben Smith walked away stamping his feet with a red face.

### **Example:**

- 1) 11.03am: Ben Smith was playing football on the field.
- 2) 11. 05am: Ben Smith slide tackled James Peach.
- 3) James Peach got up and pushed Ben Smith. He shouted, 'What did you do that for?'
- 4) Ben Smith pushed him back and shouted, 'You always do it!' and shoved him back.
- 5) I approached the boys. James Peach shouted, 'He gets away with everything!' and went to the bottom of the field and down the bank.
- 6) 11.10am: I kept James Peach in view for the remainder of breaktime. Ben Smith continued to play football.
- 7) 11.15am: Once the whistle had been blown, James Peach returned to join his class.
- 8) I informed the class teacher as she collected the class.

- It will sometime be necessary to take witness statements from children if you did not see the incident. This will need to be handwritten/typed then added to CPOMS as soon as you get the chance. Below you will find an example of how to record an incident that involves eye witness accounts:

### **Example:**

- 1) At 12.45pm, Ben Smith told me that James Peach had pushed Michael Best. I did not see this happen.
- 2) **Ben Smith said**, 'James Peach had the ball and was running down the wing. It went off the pitch so Michael Best said that it was his throw in. James Peach didn't agree. He got in Michael Best's face and told him he should have gone to Specsavers and pushed him.'
- 3) **James Peach said**, 'I had the ball. I was running down the wing. Michael Best knew I was going to score so he told everyone the ball went off the pitch. It didn't. James Peach said that he pushed him, but didn't say that Michael Best should have gone to Specsavers.'
- 4) **Michael Best said**, 'James Peach had the ball. I saw it go off the pitch. It was our throw in. They were losing. He wanted to score so he wouldn't let us have the throw in. James Peach told me I should have gone to Specsavers then he pushed me. That's when Ben Smith came to tell you.'
- 5) As there were discrepancies in what the boys had said, I spoke to Harry as he was an eye witness. He said that James Peach did say that Ben Smith should have gone to Specsavers.

- 6) Shane West also confirmed that he heard James Peach say that Michael Best should have gone to Specsavers.

### **Appendix 3**

Use the following link to access the Home School Agreement document in its entirety:

<https://www.parkwoodprimary.org.uk/uploads/HOME%20SCHOOL%20AGREEMENT%20APRIL%202021.pdf>

### **Appendix 4**

#### **Parkwood Primary Behaviour Plan**

| <b>Behaviour Plan</b>                                |                                  |                             |
|--|----------------------------------|-----------------------------|
| <b>Pupil Name:</b>                                   | <b>Year Group:</b>               | <b>Class:</b>               |
| <b>Date of Birth:</b>                                | <b>Date Plan Starts:</b>         | <b>Date of Next Review:</b> |
| <b>Medical Conditions:</b><br><b>SEND Needs:</b>     | <b>Staff Working with Pupil:</b> |                             |
| <b>Challenging Behaviour:</b>                        | <b>Targets:</b>                  |                             |
| <b><u>Ways to Support Pupil to Meet Targets:</u></b> |                                  |                             |
| <b><u>Points to help with potential ASD:</u></b>     |                                  |                             |
| <b><u>Strategies for Positive Behaviour:</u></b>     |                                  |                             |
| <b><u>Reactive Strategies:</u></b>                   |                                  |                             |
| <b><u>Things to Avoid:</u></b>                       |                                  |                             |
| <b><u>Support After an Incident</u></b>              |                                  |                             |
| <b><u>Agreement:</u></b>                             |                                  |                             |
| Parent Name:   |                                  |                             |
| Parent Signature                                     |                                  |                             |
| Date:  |                                  |                             |

## Appendix 5:

Upper KS2 Example:

# Parkwood Privileges



| Upper KS2 Privilege  | Credits             |
|--|---------------------|
| Spend the afternoon outside with two friends.  | 100                 |
| Choose what you want to learn for a lesson   | 90                  |
| Wear your own clothes for a day.   | 80                  |
| Film afternoon with a friend   | 80                  |
| Sit next to a friend for the day.  | 70                  |
| Drink what you'd like for the day.   | 60                  |
| Sit in the teacher's chair for the day.  | 50                  |
| Complete all your work on the iPad for the day.  | 50                  |
| Bring in a blanket or pillow from home to make yourself more comfortable in lessons for a day. | 40                  |
| Choose your own Morning Work for a week  | 30                  |
| Equipment (pen = 15, pencil = 10, highlighter = 10, ruler = 15 and rubber = 10)                | Individually priced |



## Congratulations! You have purchased a Parkwood Privilege!



Dear Parent/Carer,

It fills me with great pleasure to let you know that \_\_\_\_\_ has worked hard and behaved well which has resulted in enough hard-earned credits to purchase \_\_\_\_\_.

I am sure you are as proud as we are.

Well done \_\_\_\_\_

Signed \_\_\_\_\_

Date: \_\_\_\_\_