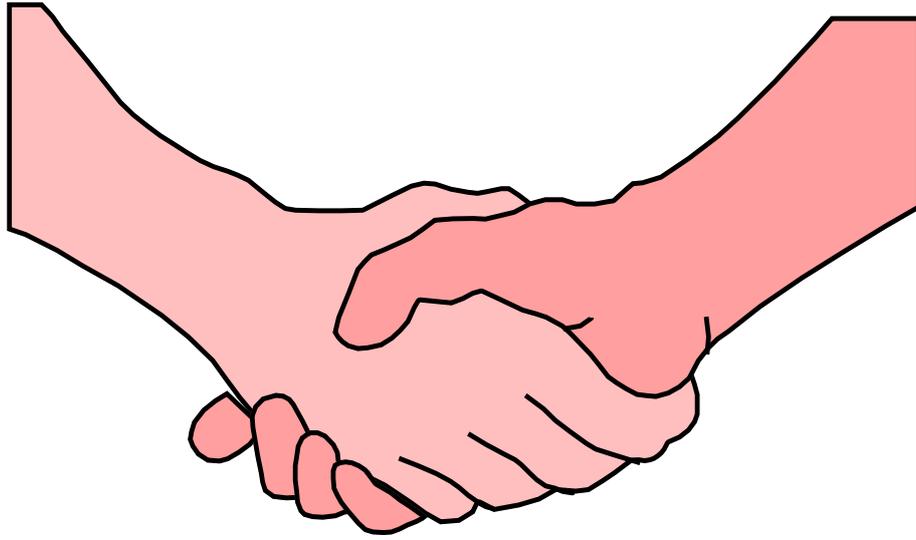


Park Primary School Behaviour Policy



Aims

- To provide a clear code of conduct that will encourage and promote positive behaviour in all children with regards to rights, rules and responsibilities.
- To develop a secure environment that has common expectations of positive behaviour from all staff.
- To provide a positive experience of education for each child/teacher
- To provide children with a core set of values that will enable them to make informed decisions about their conduct.
- To support the emotional and behavioural needs of the individual child.
- To know that bullying is an open subject and children are encouraged to discuss any problems (linked to the Anti-Bullying Policy)

Objectives

- To develop children's self-esteem by providing a safe environment.
- To ensure children feel happy, secure and valued.
- To promote supportive child-adult relationships.
- To motivate children to want to behave appropriately and develop a positive attitude.
- To enable children to evaluate and modify their behaviour.
- To promote the use of positively phrased rules and directions.
- To provide time to discuss current behavioural issues and give time out to individuals to reflect on the causes and consequences of their behaviour.
- To promote an understanding of why their actions may be inappropriate.
- To emphasise that caring and kindness can counteract bullying behaviour.
- To celebrate pupil's strengths and special qualities.
- To encourage praise of appropriate behaviour in order to encourage children to repeat it.
- To ensure that it is the child's behaviour not the child that is disapproved of.

Rewards and Praise

In order to promote a child's self esteem, we recognise positive behaviour and we praise:

Good attitudes: good manners, being thoughtful, commitment, caring, fairness

Good work: achievement, effort, taking pride, perseverance

Praise and Encouragement

Actions might include:

- smile, nod, thumbs up, specific 'well done for...', verbal praise
- pointing out good behaviour e.g. 'I like the way...', tell another adult verbally
- informing the child's parents of good behaviour

It is essential teachers and TAs praise children's achievements, attitude and positive learning behaviour. Children need the verbal praise and feedback to feel their achievements and successes have been recognised and valued.

Classroom Positive Behaviour Systems:

All classes need a positive behaviour system. This can be as simple as a star on the board with children's names written underneath when they earn praise.

Teachers can develop and use their own positive behaviour systems within their classes. Currently some teachers use raffle tickets, star of the day, good to be green and a proud cloud.

Teachers do not need to use prizes as we wish to encourage praise and learning as the rewards themselves.

Star of the week:

This is a consistent positive reward throughout the school. One child in each class will be awarded star of the week. Their achievements will be celebrated and recognised on a certificate which is put in the assembly hall on Friday morning. In assembly children's successes will be shared and children will be invited to the front of the hall to collect their certificate. The stars of the week are then invited to have lunch with Mrs Ttofalli in her office.

Children should be awarded star of the week for achievement and actions linked to the word of the week or the following core traits:

Confidence, Creativity & Care

They may also be awarded for one of the 7 learning powers:

Concentrate, Don't Give Up, Be Cooperative, Be Curious, Have a Go, Use Your Imagination, Keep Improving and Enjoy Learning.

Some teachers may choose to further reward their stars for the following week by walking at the front of the line or taking the register.

House Points:

In the interests of encouraging healthy competition within an outstandingly supportive coaching and mentoring culture across the school we, at Park Primary, operate a house point system. The whole school is allocated a House which they will

be in for their Park life. The Houses are named after trees – Sycamore (yellow), Birch (blue), Oak (green) and Maple (red). Siblings are in the same house.

House points are given to children who keep to the rules through displaying exceptional examples of our three golden attributes, Confidence, Creativity and Care. Children can be given house points (HPs) at any time of the school day and by any member of the school staff.

- 5 HPs will be awarded for any noteworthy display of an attribute.
- 5 HPs will be awarded when a child is Star of the Week.
- 5HPs will be awarded when Standards Leaders' certificates and Head Teacher and Deputy Head Teacher stickers are earned.
- 5HPs will be awarded when any child shows an excellent example of learning with regards the monthly focus (the monthly focus will come out of an area for development for the school eg handwriting, presentation in books, explanations in mathematics, following up on feedback etc)

Each week during Achievement Assembly, house points will be collated and displayed in the halls. Each house has a tree on which the points gained throughout the week are displayed.

At the end of each half term the house with the highest number of points will have the opportunity to donate £50 to their chosen charity.

Each month there will be an additional element which will relate to a whole school focus. Where children show good examples of learning related to that focus, 5 HPs will be awarded.

At the end of the year the house with the highest number of points gained throughout the year will have a 'Special Day'.

Housepoints can be added using the following website
<http://www.myhousepoints.co.uk/>

Star of the term:

Each term a class will have a male and female star of the term. One Star of the Term ought to be awarded for achievement/ progress (either they have come a long way in the term or that they have attained well in their assessments or a particular subject) and the other for attitude (perseverance/ positivity/ responsibility etc).

Principles and Sanctions of the Behaviour Policy

General Classroom Management Practices (Ref. Appendices)

Verbal Individual Warning (Privately or Openly)

Time Out Corner
(5-15 minutes – 4 times for persistent behaviour in one day)

1st Red Card
(Phase Leader)

2nd Red Card
(Phase Leader)

3rd Red Card
(Phase Leader and Internal Exclusion)

(Fixed Term Exclusion)

(Permanent Exclusion)

For this Behavioural Policy to be effective, it is important that its administration is used consistently throughout the school. It is also important that it is not seen as the answer to all behaviour that presents itself within the classroom. It is a structure, which has been set in place to allow for conformity and clarity across the school in relation to dealing with behaviour. This structure incorporates all staff members and aims to bring the school and home closer together when dealing with individual behaviour. Along with

providing teachers with a platform for managing behaviour, the overall ethos of the behaviour plan is to promote pupil ownership, choice and accountability for their behaviour.

Stages of the Policy

Please note that this Behaviour Policy must be referred to in conjunction with the School Anti-Bullying Policy

1) General Classroom Management Strategies

This stage of the policy relates to children's behaviour, which is dealt with using the class teacher's repertoire of behaviour management strategies within the classroom.

It is the staff responsibility to educate pupils about the differences between falling out and bullying, through PSHE, assemblies and circle time.

2) Verbal Individual Warning

This stage of the policy relates to children's behaviour, which persists after general strategies have been exhausted. This will relate to a child whose behaviour is becoming disruptive to the lesson or other children. At this point, give the individual a quiet verbal warning (or an open warning in front of the rest of the class) allowing the child to reflect upon the behavioural choices they are making. With regard to bullying, staff need to implement procedures to confront bullying in any form. To take all reports of bullying seriously and to listen to all parties involved in incidents.

3) Time Out

Each class should have a designated Time Out area. At this stage of the policy children are told, or offered the opportunity, to take Time Out. They should be aiming to reflect upon the behavioural choices they have made and the choices they *should* be making i.e. 'Cool' 'Weak' 'Angry'. The Time Out period should be approximately 5-10 minutes and conclude with a discussion with the teacher to facilitate re-entry to the lesson. This should not be used as an easy answer for all the behaviour in your class or as a threat or punishment. It should be used to encourage all children to take responsibility for their own behaviour and as an opportunity to redirect behaviour. It should be used only if an individual's behaviour continues to disrupt the lesson or others after ongoing chances and a formal warning.

It may also be used for children who need time out to calm down, if a confrontational or aggressive incident (not initiated by them, otherwise ref. stage 4) has occurred in class or in the playground, before they rejoin the lesson.

It may also be used by pupils who have been bullied and need to report the incident either verbally or by filling in an incident sheet. In the case of racist incidents, these are recorded in the Racist Incident Book (located in the inclusion room) and the member of staff who has been approached deals with the incident immediately.

**Red cards are deemed 1st, 2nd or 3rd within each term.
A child starts each half term with a 'clean slate'.**

4) 1st Red Card

This step should be taken only if all prior stages have been exhausted and the same type of behaviour from the child persists or frequently reoccurs within a period of time.

At this stage of the policy individuals are directed to the Assistant Head Teacher for that phase who will decide upon giving a 1st Red Card (detailing the behaviour in question). They will remain with the Assistant Head Teacher for that phase for one teaching session. During this time the Assistant Head Teacher for that phase will deal with the behaviour appropriately and the child will reflect on their choices using an appropriate format (and write a letter of apology to the class teacher). The Assistant Head Teacher for that phase and the child will then discuss issues with the class teacher and/or Inclusion Manager if applicable. The child will then be asked to return to class and discuss the issue with their class teacher at lunch or at the end of the day. To make the child accountable for their actions, they will be asked to catch up on any part of the work they missed during their personal time i.e. break or lunch time (subject to teacher availability). The Class Teacher should then send the 1st letter home **detailing the child's behaviour** and ensure that the reply slip is returned and kept on record.

Any issue involving an accusation against a member of staff should be referred to the Head or Deputy.

5) 2nd Red Card

This stage should be taken only if all prior stages have been exhausted and the same type of behaviour from the child persists or frequently reoccurs within a period of time.

At this stage of the policy individuals are given a 2nd Red Card (detailing the incident and/or behaviour in question) and are directed to the Assistant Head Teacher for that phase, or collected by, the Assistant Head or Deputy head and taken to the Assistant Head Teacher for that phase who will deal with the behaviour appropriately. The child will remain with the Phase leader for one teaching session so that the teacher and the rest of the class can benefit from Time Out from the child's behaviour. During their time with the Assistant Head Teacher for that phase they will have an opportunity to discuss the behaviour and write an apology letter. The child will then be asked to return to class and apologise to their class teacher and/or peers. To make the child accountable for their actions, they will be asked to catch up on any part of the work they missed during their personal time i.e. break or lunch time (subject to teacher availability). The Assistant Head Teacher for that phase will contact the child's parents/carers and arrange a meeting to discuss the behaviour, which the child, the child's parent/carer, the Class Teacher and if needed a representative of SLT are to attend. The Assistant Head Teacher for that phase should then send the 2nd letter home **detailing the child's behaviour**, as well as date and time of the arranged meeting, and ensure that the reply slip is returned and kept on record. In the case of a bullying issue, the parents of victims and bullies are contacted immediately.

6) 3rd Red Card

This stage should be taken only if all prior stages have been exhausted and the same type of behaviour from the child persists or frequently reoccurs within a period of time, OR the teacher feels that the child's behaviour is extreme enough to warrant an immediate 3rd Red Card (internal exclusion) before going through the other stages.

At this stage of the policy individuals are given a 3rd Red Card (detailing the incident and/or behaviour in question) and are directed to the Assistant Head Teacher for that phase, or collected by the Inclusion Manager, Assistant Head or Deputy head and taken to the Phase Leader who will deal with the behaviour appropriately. The child will remain with the Phase leader for the duration of an

hour so that the Teacher and the rest of the class can benefit from Time Out from the child's behaviour. The / Deputy head or Assistant Head will contact the child's parents/carers and inform them that a 3rd red card has been issued and an internal exclusion has been arranged. The Class Teacher should then send the 3rd red card/internal exclusion letter home **detailing the child's behaviour** and the duration of the internal exclusion and ensure that the reply slip is returned and kept on record.

The Internal exclusion space will be arranged at the time. It will be inside the office of either the Head, Deputy or Assistant Headteacher. The exclusion will take the form of the child completing their work in a specified area of the school. The child will have no contact with his/her class – including dinner time. Following the exclusion, the child will be brought back to class, at which point the teacher will acknowledge their return. If need be the Assistant Head or member of SLT will remain with the child in order to settle them back into routine.

If a child's negative behaviour persists after this stage then the behaviour needs to be addressed as **persistent negative behaviour**.

Persistent Negative Behaviour

Class teachers and Phase Leaders who have concerns about children who display persistent negative behaviour will bring them to the attention of the Assistant Head (Inclusion). If it is felt necessary a further meeting will be held with the parents, class teacher, Assistant Head (Inclusion) and a further member of SLT if need be. An IEP or Pastoral Support Plan will be drawn up based on meeting the needs of the child and addressing their behaviour. In line with maintaining a calm and purposeful school, the child will remain at stage 6 and will be required to continue with attending internal inclusion for negative behaviour. If the behaviour persists and 3 internal exclusions have taken place during an identified time period (normally half a term) then in consultation with parents/guardians and at the discretion of the Head teacher the child will be placed on an fixed term exclusion for persistent negative behaviour.

7) Fixed Term Exclusions

This stage should be taken only if all prior stages have been exhausted and the same type of behaviour from the child persists or frequently reoccurs within a period of time, OR the teacher feels that the child's behaviour is extreme enough to warrant a temporary exclusion following their 2nd and 3rd Red Card before going through the other stages.

At this stage the Behaviour Policy has been breached and the school's Exclusions Policy applies. Individuals are directed to, or collected by, the Head teacher who will deal with the behaviour/bullying appropriately. In situations where all prior stages have been exhausted the Assistant Head Teacher for that phase needs to present the Head teacher with all necessary paper work showing what has been put in place to try to rectify the negative behaviour. Where the behaviour in a single incident is severe enough to warrant this stage immediately the teacher needs to provide the Head teacher with a full explanation of the incident. Temporary exclusion for the day will apply and the child will remain with the Head Teacher while the child's parents/carers are contacted to collect them immediately. To make the child accountable for their actions, they will be asked to catch up on any part of the work they missed during their personal time i.e. break or lunch time (subject to teacher availability). The Class Teacher should record details of the behaviour/incident and temporary exclusion for future reference.

NB For the Exclusions Policy to be applicable, Class Teachers need to keep a running record of the incidents and behaviour of individual children in the lead up to exclusion.

LUNCHTIME & PLAYTIME

For the behaviour policy to be successful, the classroom and playground need to follow the same stages and use the same strategies.

1) General management

2) Verbal warning- given by midday supervisor, TA or SLT member on duty. Children may be asked to apologise if their behaviour has upset another child.

3) Time out - At this point, give the individual a quiet verbal warning (or an open warning in front of peers) allowing the child to reflect upon the behavioural choices they are making. The warning needs to be specific to the behaviour the child has shown rather than about the child.

At this point the midday supervisor or TA will attempt to find the member of SLT to inform them.

The timeout will need to be in the playground away from the peers they had been playing with.

4) Red Card

This step should be taken only if all prior stages have been exhausted and the same type of behaviour from the child persists or frequently reoccurs within a period of time.

At this stage of the policy individuals are directed to the member of SLT on duty who will attempt to investigate the incident as far as possible. They will then refer the child to the Assistant Head Teacher for that phase who will decide upon giving a Red Card.

They will remain with the member of SLT (or Assistant Head Teacher for that phase) for the remainder of lunch. They may be asked to sit outside the staffroom, remain in the playground/dinner hall or go to another appropriate space.

During this time the member of SLT (or Assistant Head Teacher for that phase) will deal with the behaviour appropriately and the child will reflect on their choices using an appropriate format (and write a letter of apology if necessary).

The member of SLT on duty will be available after lunch until 1:45pm to help resolve any issues after lunch or cover the phase leader so they can speak to the child involved. Alternatively Annie Crawley may be able to investigate issues arising at lunchtime.

The Assistant Head Teacher for that phase should then send the 1st 2nd or 3rd red letter home **detailing the child's behaviour** and ensure that the reply slip is returned and kept on record. The Assistant Head Teacher for that phase will also ensure the child's teacher is aware of what has happened.

Types of Behaviour

These types of behaviour/bullying merit stages 1) through 5) and if persistent stage 6):

- Refusal to do work
- Refusal to do as teacher requests
- Not on task
- Chatting constantly
- Interfering with other children's work
- Playing with equipment
- Making noises
- Name calling/ racist comments
- Shouting out
- Being in places they shouldn't be
- Throwing objects

1) General Classroom Management Strategies

2) Verbal Individual Warning

3) Time Out

4) 1st Red Card

These types of behaviour merit stages 5) and 6) :

Physical Bulling -

- Hitting
- Kicking
- Fighting

Verbal Bullying -

- Persistent name calling/swearing
- Insulting
- Making offensive remarks
- Spitting

Indirect Bullying –

Spreading Nasty stories

- Throwing furniture
- Blatant defiance
- Any behaviour with an intent to insult, harm or injure

5) 2nd Red Card

6) 3rd Red Card (Internal Exclusion)

7) Fixed Term Exclusion

Exceptional cases could result in an immediate 3rd Red Card and an internal exclusion. Persistent negative behaviour after an internal exclusion could result in a Pastoral Support Plan being drawn up and the possibility of head teacher involvement at this stage.

My Choices

What happened?

What choice did I make? _____

What did I do?

What choice *should* I have made? _____

What *should* I have done?

What choice will I make next time? _____

What do I need to do now?

Signed _____

Signed _____ **(Phase Leader)**

Date _____



PARK PRIMARY SCHOOL

Mathews Park Avenue, London E15 4AE
Tel: 020 8534 4065 • Email: info@park.newham.sch.uk

Date _____

Dear Parents / Carers,

This is a letter regarding the behaviour of _____.

Today _____ was issued with his/her 1st Red Card warning for inappropriate behaviour and asked to leave the classroom/playground to see the Phase Leader.

The school views this as a serious matter and feels it necessary to inform you so the matter may be discussed with your child and the Class Teacher.

After discussing the behaviour detailed below with your child please sign and return the slip. If you have any further concerns please make an appointment to see the Class Teacher.

Yours sincerely,

Assistant Head Teacher

.....

I am aware of _____'s behaviour and have discussed the issue with him/her.

Signed : _____ Date : _____



PARK PRIMARY SCHOOL

Mathews Park Avenue, London E15 4AE
Tel: 020 8534 4065 • Email: info@park.newham.sch.uk

Date _____

Dear Parents / Carers,

This is a letter regarding the behaviour of _____.

Today _____ was issued with his/her 2nd Red Card for inappropriate behaviour and asked to leave the classroom/playground to see the Phase Leader.

The School sees this as a serious matter and feels it necessary to inform you so the matter may be discussed with your child as well as the Class Teacher and the Phase Leader.

Please sign and return the slip below to the Class Teacher when you attend the meeting on _____ at _____.

Yours sincerely,

Assistant Head Teacher

.....

I am aware of _____'s recent behaviour and will discuss the issue with him/her, the Class Teacher and the Head Teacher.

Signed : _____ Date : _____



PARK PRIMARY SCHOOL

Mathews Park Avenue, London E15 4AE
Tel: 020 8534 4065 • Email: info@park.newham.sch.uk

Date _____

Dear Parents / Carers,

This is a letter regarding the behaviour of _____.

Today _____ was issued with his/her 3rd Red Card for unacceptable behaviour in serious breach of the school's behaviour policy and asked to leave the classroom/playground until further notice. _____ breached the school's behaviour policy as detailed below.

The School sees this as a very serious matter and feels it necessary to internally exclude _____ for a period of _____ days, for the health and safety of all concerned. He/she will return to class on _____.

Please sign and return the slip below to the Class Teacher to indicate your understanding and agreement. Please be aware that should inappropriate behaviour continue, further action will be taken.

Yours sincerely,

Mrs N. Ttofalli
Head Teacher

.....

I am aware of the severity of _____'s recent behaviour and will discuss the issue with him/her to ensure it doesn't reoccur.

Signed : _____ Date : _____



PARK PRIMARY SCHOOL

Mathews Park Avenue, London E15 4AE
Tel: 020 8534 4065 • Email: info@park.newham.sch.uk

Date: _____

Dear Parents/ Carers,

This is a letter regarding the behaviour of _____.

Today _____ received an internal exclusion for unacceptable behaviour in the classroom, in serious breach of the school's behaviour policy. _____ breached the school's behaviour policy as detailed below and discussed on the phone.

The school sees this as a very serious matter and feels it necessary to internally exclude _____ for a period of _____ day/s, for the health and safety of all concerned. _____ will return to class on _____.

Please sign and return the slip below to the class teacher to indicate your understanding and agreement. Please be aware that should inappropriate behaviour continue, further action will be taken.

Yours sincerely,

Mrs N. Ttofalli
Head Teacher

.....

I am aware of the severity of _____'s recent behaviour and will discuss the issue with him/her to ensure it doesn't reoccur.

Signed: _____

Date: _____

Exclusions Policy- Please see separate Policy

Offences that could result in internal pupil exclusion

- Serious breach of the school's behaviour policy.
- Serious harm to the education or welfare of a pupil or others within the school.
- Physical abuse of a teacher

Offences that could result in temporary/permanent pupil exclusion

- Serious actual or threatened violence against another pupil or member of staff.
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Related incidents of a serious nature

School procedure

Member(s) of staff should report immediately to the Head teacher. The incident will be investigated and in discussion with the member(s) of staff concerned, appropriate action will be taken to ensure the safety of children and staff. The Head teacher will inform the parents/carers of the child and a decision will be made with regards to the incident.

A detailed report must be written by all individuals involved in the incident. Exact language used and physical behaviour must be reported accurately. Time and location should also be included