



Behaviour Management Policy

Behaviour Policy

Parkdale Primary School Behaviour Policy

Written by Headteacher, Peter Hillier Autumn 2020

Agreed with Staff, Autumn 2020

Agreed and Adopted by Governors, February 2020

Reviewed, Autumn 2021; Autumn 2022; **Autumn 2023**

Introduction

The school policy for behaviour management was developed and agreed by the whole staff and has the full agreement of the Governing Body.

The implementation of this policy is the responsibility of all staff. Staff must read and sign acknowledgement of this policy as part of their induction.

Learning to Love, loving to Learn

Aims

The aims of this policy are:

- To promote positive attitudes to good behaviour and respect for others.
- To develop in pupils a sense of self-discipline, a proper regard for authority and acceptance of responsibility for their own actions.
- To prevent bullying among pupils.
- To create the conditions for an orderly community in which effective learning can take place.
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.
 - To promote positive relationships
 - We aim to transition to a Relationships Policy over the next year.
 - We expect everyone to work together, to ensure our learners, staff and parents benefit from a culture which promotes self-esteem, trust, compassion, mutual respect, and which recognises rights and responsibilities of our learners, based upon trust. We ensure that excellent behaviour is a minimum expectation for all. This policy underpins our values of Kindness, Respect and Equity.

The above aims will be best achieved in the framework of a relaxed, pleasant atmosphere where pupils are able to give their best both in the classroom and extra curricular activities, and are encouraged and stimulated to fulfil their potential. In order to achieve this positive policy of encouraging appropriate attitudes, reward and praise is necessary.

Boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave. The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients in ensuring a well-ordered well-motivated school. All staff need to be aware at all times of the need to promote the positive ethos of the school and accept the shared responsibility for the welfare of pupils.

Good Behaviour

At Parkdale we expect pupils to be polite, work hard, respect and be sensitive to others and their property, not to take the law into their own hands and to respect and follow the school rules.

School Rules

- Listen to and follow instructions.
- Be polite and care about other people.
- Always keep hands and feet to yourself and work and play safely.
- Look after the school and its environment.
- Look after your property and have respect for other people's belongings.
- Do not tease, bully or upset anyone.
- Speak respectfully to others and do not swear.

The rewards for good behaviour

Staff at Parkdale will use their judgement on appropriate rewards for pupils. Rewards may include:

- A written positive comment on a pupil's work in accordance with the school marking policy.
- A visit to an Assistant Head Teacher, the Deputy Head Teacher or Head Teacher for commendation.
- A public word of praise in front of a group, a class, a year or the whole school.
- Public written acknowledgement by presentation at star assemblies.
- The giving of team house points.
- School badges, stickers, stars, stamps or certificates for good behaviour.
- Use of school reports to comment favourably, not only on good work and academic achievement, but also on behaviour and attitude.
- A phone call or letter to parents informing them specifically of some action or achievement deserving praise.
- Offering the pupil the opportunity to undertake specific areas of responsibility.

Unacceptable behaviour

We will not tolerate noisiness, persistent calling out, disobedience, insolence, deliberate unkindness or rudeness. Staff may use the following sanctions:

- Reprimand/warning

It should be noted that the writing of names on the board is removed as a sanction from 2023-24

- Movement of the pupil to a different position in the classroom or to another classroom for 'reflection time'.
- A few minutes 'reflection time' at playtime
- SLT Detention at playtime (for more seriously unacceptable behaviour)
- Withdrawal of privileges
- A 'restorative' meeting

- 
- Face to face apology
 - Letter of apology
 - Placing the pupil on report or an incentive chart

Teachers may use their own class systems, providing such systems are explained to the children beforehand.

Staff will keep a record of unacceptable behaviour in the class behaviour log book. The record should then be used in discussions with parents.

No pupil must be asked to stand outside the classroom when behaviour becomes unacceptable.



Core Philosophy

Every member of staff should have read the book, 'Where the Adult Changes, Everything Changes' by Paul Dix. Copies are available in the staff library for reference. This practice underpins our approach to positive and inclusive behaviour, promoting an ethos of kindness and visible consistency in adult behaviour across the school. We aim to build relationships with pupils, showing an interest in their life and showing daily acts of care.

'Mantras'

In dealing with behaviour, staff must act in accordance with the agreed 'mantras', first introduced at Trust INSET 2018, by Dr Rob Long. These form part of induction for new staff:

- Fight fire with water
- Ask "What have you done?" not "Why?"
- If you can predict it, you can prevent it
- Behavioural mistakes are learning opportunities
- Calm when they get it wrong, happy when they get it right
- Analyse, don't personalise
- Behaviour is functional, predictable and changeable

The EMR Model

Staff in all phases are pointed to the research paper on *Establish, Maintain, Restore*, written by EY teacher Hayley Rippon, (2023), presented here in Appendix 4. This approach should be applied where relationships with children who face challenges self-regulating are an issue.

Seriously unacceptable behaviour

Seriously unacceptable behaviour disrupts the orderly running of the school. Therefore dangerous, aggressive or abusive behaviour will result in the actions/sanctions below:

- Teacher/member of staff investigates the incident
- Incident recorded in class behaviour log book
- Parents of all pupils involved notified through a meeting after school or by telephone
- Pupil(s) receive an SLT Detention on the following day

Subsequent offences – if a pupil receives 3 'time-outs' in a half-term they will be subject to a Senior Leaders detention. A Senior Leaders detention involves a missed morning playtime as soon as possible. Parents are notified in advance.

After the 3rd class detention, with the Head Teacher, Deputy Head or Assistant Head. Parents will be informed of a Senior Leaders detention in advance of it taking place. 3 SLT detentions should lead to consideration of a Pastoral Support Plan. This will also lead to loss of Golden Time. Children will be reminded of this after each detention. Parents/carers will be notified of this possible outcome after the 2nd detention.

In the event of a serious aggressive or abusive offence the pupil will be referred to the Head Teacher or other available SLT member immediately.

The Headteacher may decide further sanctions (to those above) are needed. As part of this penalty the pupil may have supervised break and lunch times away from their peers or the pupil's participation in any school visits or sporting events may be withdrawn.

Where the pupil is felt to be in serious risk of exclusion or disaffection a Pastoral Support Programme (PSP) will be established by the Pastoral Lead and/or Special Educational Needs Co-ordinator and monitored by a nominated teacher.

If appropriate, advice and support may be sought from the LA Behaviour and Attendance Service and/or Educational Psychologist and a behaviour contract drawn up. In exceptional circumstances the Head Teacher will inform the School Governors and fixed term or permanent exclusion of the pupil will be considered. The Head Teacher and Governors will take full account of the guidance provided in Nottinghamshire County Council's Children's Behaviour in Schools document (2003).

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Fighting

Physical fights are very rare at Parkdale. Any child involved in a fight has been considered to have exhibited seriously unacceptable behaviour and sanctioned as above.

However, reconsideration of this in Autumn 2022 has resulted in some changes:


We recognise that it is not right or viable to expect a child who is subjected to repeated kicking, hitting or punching (a fight) to accept this passively. Whilst we would encourage and will always convey to children that they should walk away and tell, we appreciate that this is not always possible.

Therefore, in the rare instances where a fight has occurred, if appropriate, we may consider who has taken actions to escalate the situation. This may be taken into consideration before deciding upon sanctions for either side. It is thus possible that two children involved in a fight may receive different levels of sanction.

Physical intervention

Only staff with current RPI training will handle children as part of behaviour management.

All staff must be familiar with and follow Keeping Classrooms Safe for Teaching & Learning: Physical Intervention Policy, March 2011. The document gives clear guidance on how to avoid and deescalate conflict, the legal position and acceptable physical intervention. All staff have been issued with a copy of the document and an inspection copy is available from the Head Teacher.

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Lunchtime behaviour

There are currently ten Mid-day Supervisors including the Senior Mid-day Supervisor. One member of the Leadership Team is also on duty or on-call by radio each day. Staff will encourage good behaviour and adherence to the School rules during the lunch period. Wet lunch times can cause problems. The class teacher should ensure that children are aware of what activities are deemed appropriate. Class teachers should ensure that there are sufficient crayons, papers, comics and games which are known to pupils and supervisors, in their rooms.

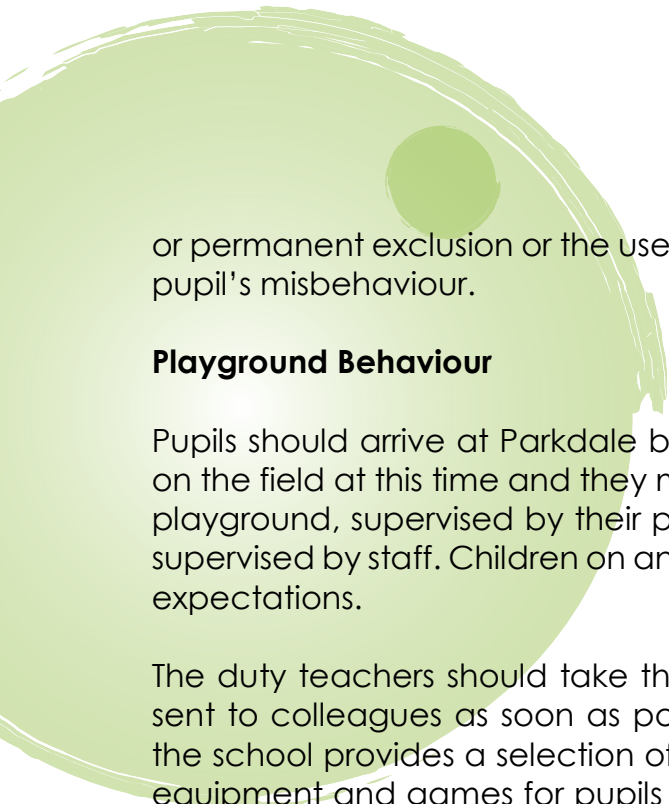
Children may use their i-pads, in accordance with the acceptable use and e-safety policies.

Sanctions

1. The Mid-day Supervisors will reprimand pupils when their behaviour is unacceptable.
2. In the event of seriously unacceptable behaviour the Mid-day Supervisors will refer the matter to the Senior Mid-day Supervisor.
3. The Senior Mid-day Supervisor will record incidents of a seriously unacceptable nature in the lunchtime behaviour book. The Head Teacher or member of the leadership team in charge will be informed.
4. The Head Teacher or member of the leadership team in charge will issue a verbal warning to the pupil/s concerned. The verbal warning will be recorded in the lunchtime behaviour book and class teachers will be notified.
5. If a pupil does not heed the verbal warning and continues to behave in a seriously unacceptable manner, the Head Teacher or member of the leadership team in charge will issue a letter warning parents of the possibility of exclusion.
6. If the pupil's seriously unacceptable behaviour continues, despite warnings, the Head Teacher will issue written notice to the parents of the debarment. The pupil's parents will receive 24 hours notice of the debarment with the times the pupil is not allowed on school premises and the period of exclusion.
7. In exceptional cases no warning letter will be issued and the pupil will be immediately debarred with 24 hours notice.

Copies of letters to parents and their responses will be filed in the pupil's records.

The Head Teacher is required to maintain good order and discipline during lunchtime. Debarment is an appropriate disciplinary sanction for the Head Teacher to use to maintain good order and discipline throughout lunchtime without the need to disrupt a pupil's formal education. If the pupil's parent is unable or unwilling to co-operate with the school in connection with the debarment the Head Teacher will consider fixed term

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or permanent exclusion or the use of other sanctions as an appropriate response to the pupil's misbehaviour.


Playground Behaviour

Pupils should arrive at Parkdale between 8.15am and 8.40am. Pupils are not allowed on the field at this time and they must not play football. Pupils may remain on the main playground, supervised by their parents/carers or may be on the smaller playground, supervised by staff. Children on any part of the grounds are subject to school behaviour expectations.

The duty teachers should take the decision regarding indoor break, and a message sent to colleagues as soon as possible. During the morning and afternoon playtimes the school provides a selection of playground games. The Play Leader organises play equipment and games for pupils to use at lunchtime. Pupils must not play football on the playground, but it may be played on the MUGA when timetabled.

The teachers on duty decide whether the field is fit for use and should inform their colleagues if pupils are not to use it during good weather. The school provides a plastic football for each year group for use on the field. Pupils are not allowed to bring their own balls to school. Basketballs and other sports equipment may be made available to children on the MUGA.

Duty teachers must ensure they are on the playground with their class before the others, in order to supervise pupils in a safe and appropriate manner. The duty teacher will insist that all activity ceases on the first whistle. On the second whistle the pupils will walk sensibly and quietly to their class lines and will be led into the building in an orderly manner by their class teacher. All staff must ensure that playtime times are adhered to and that they leave the staffroom promptly when a message is received.

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Wet Morning Arrival

A member of SLT will inform staff that the children are coming into school. The children will be expected to walk sensibly into class. All staff must be in their rooms by 8.15 on wet days.

During wet playtimes the pupils must be supervised at all times.

Procedure for Dealing with Unacceptable Behaviour at Playtime Sanctions

1. 1st Offence – reprimand by the duty teacher.
 2. Continued or serious offence – The duty teacher will send the pupil to a member of SLT for a period of 'time out'. The pupil's class teacher will be informed and the incident recorded in the class behaviour log. It will be the decision of the child's class teacher as to whether further sanctions are necessary – see above and flow-chart.
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Appendix 1 –Reporting Guidance for Staff,

With immediate effect, we are going to be using Scholarpack to record all incidents involving children.

This will replace the class behaviour book and the logging system on Sharepoint

- To use, simply go into the pupil's record
- Click the Conduct tab
- Click the Incident tab
- Add an incident
- Zone is the location and includes digital/online
- There is a list of incident types.
 - Note bullying (whatever involvement) needs to go on MyConcern
 - Prejudice needs its own form completing (as well)
- Role included Complainant/Subject of Complaint
 - Use this to record where issues between children are reported. This way, we can look for patterns and repetition
- Action includes SLT Detention and Exclusion
 - SLT Detentions also need recording on Scholarpack
 - Exclusions are dealt with by Head or Deputies.
- You can link another student in the incident.
 - Type in a name or part of a name.
 - Choose
 - and remember to click add
- You can choose to monitor a student.
- Pastoral/SLT will review incidents as part of their Myconcern reviews, at least fortnightly.
 - Pastoral/SLT might choose to add children to monitor too.
 - These would be reviewed subsequently.

Appendix 2 – Exclusion Reporting


Dear Headteacher/Principal

Following the recent DfE guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#) it is now mandatory that all schools advise the Local Authority of all fixed term suspensions and permanent exclusions.

“The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion” (Page 30).

Could you please ensure that your school has access to the schools portal to complete the fixed term suspension and permanent exclusion forms. Should you require further support with this, please email servicesforschools@nottsccl.gov.uk who will be able to assist you further.

Kind regards



Group Manager
Partnership, Provision and Governance
Education, Learning and Inclusion
Children and Families
Nottinghamshire County Council
Meadow House
Littleworth
Mansfield
NG18 2TB

Tel: 0115 8042627

Email: Tracy.ayers@nottsccl.gov.uk

Exclusions must also be reported, same day, to the Transform Trust on the form below:

Reporting an Exclusion to the Trust

School:		Name and Role of Person Completing this Form:	
Parkdale Primary			
Pupil's name:		D.O.B:	
Current Year Group:		Class teacher:	
Today's date:		Date of exclusion:	
		From:	To:
Period of exclusion for this exclusion (days):			
Exclusions this academic year:		Multi Agency/Family Support	
Number of exclusions:	Number of days:		
Vulnerable Groups (Y/N) N		Already in place?	
		Refused by parent:	
		To be initiated?	
		PP	
		FSM	
		LAC	
		SEND	
Ethnicity:		Other agency involvement:	
		None	

Reason for exclusion	Main (Only tick one)	Subsidiary (Only tick one)
Physical assault against pupil		
Physical assault against adult		
Verbal abuse / threatening behaviour against pupil		
Verbal abuse / threatening behaviour against adult		
Bullying		
Racist abuse		
Sexual misconduct		
Drug & Alcohol		
Damage		
Theft		
Persistent disruptive behaviour		
Other – please specify		

NB: When submitting this report to the Trust, remember you must also report all exclusions to the LA:

Nottingham City: https://ems.nottinghamcity.gov.uk/CCSEEnterpriseonline_live/

Nottingham County: <https://forms.nottinghamshire.gov.uk/>

Derby City Council: <https://sip.derby.gov.uk/exclusions/>

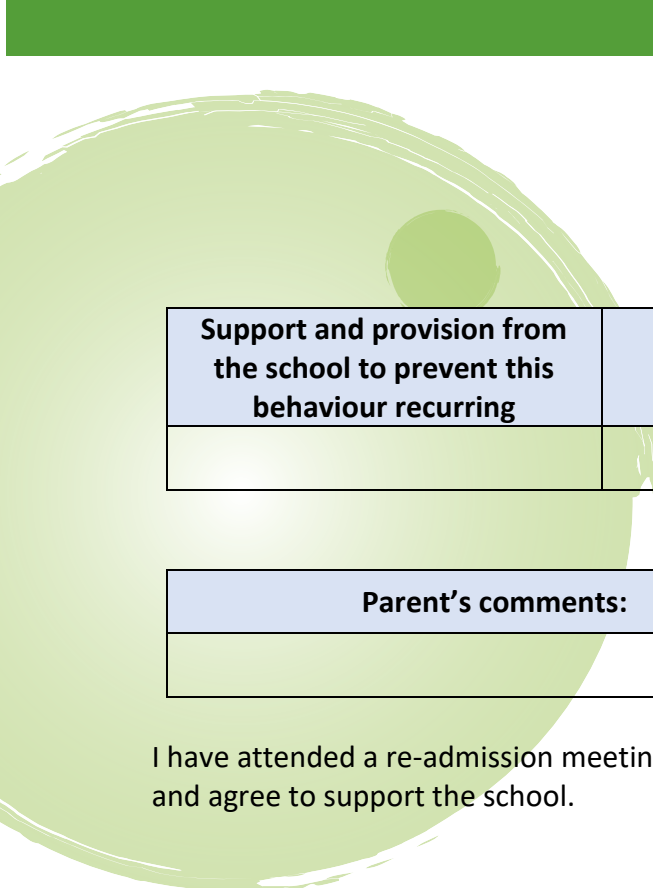
Part 2: Re-admission following a Fixed Term Exclusion

Pupil's name:		D.O.B:	
Address:		Contact Tel No(s):	
Name(s) of parent(s)/carer(s):		In attendance (Y/N):	
Current Year Group:		Class teacher:	
Today's date:		Date of exclusion:	
		From:	To:
Exclusions this academic year:			
Number of exclusions:	Number of days:		

The school has established expectations for behaviour. We expect this to be adhered to by xxxxxxxxxx. While this encourages good behaviour there are specific sanctions included, which are implemented when a pupil's behaviour becomes unacceptable.

Persistent or repeated behaviour of this kind to adults and children must stop immediately.

The school needs an agreement that Ronnie will behave in an acceptable way showing consideration and co-operation particularly. If behaviour becomes unacceptable the steps identified in the plan will be taken. All incidents will be formally recorded.



Support and provision from the school to prevent this behaviour recurring	Monitoring period	Parent/guardian will be updated when and by whom?

Parent's comments:	Child's comments:

I have attended a re-admission meeting for xxxxxx. I understand the implications of the agreement and agree to support the school.

Signed: Parent/Carer

Pupil

School

A copy of **Part 2** of this form should be given to the parent/guardian/carers for future reference.



Appendix 3 – Behaviour Summary For Staff

School Rules

- Listen to and follow instructions.
- Be polite and care about other people.
- Always keep hands and feet to yourself and work and play safely.
- Look after the school and its environment.
- Look after your property and have respect for other people's belongings.
- Do not tease, bully or upset anyone.
- Speak respectfully to others and do not swear.

Rewards

Rewards in the form of House Points are to be given for children who demonstrate the Transform Trust and School Values:

Kindness – nurturing, compassion, care

Respect – including equality

Creativity and innovation

Collaboration and teamwork

Strength (Physical or Moral)

Resilience

Reference should be made to these when awarding House Points. Children should understand why they are being awarded House Points and how to earn them

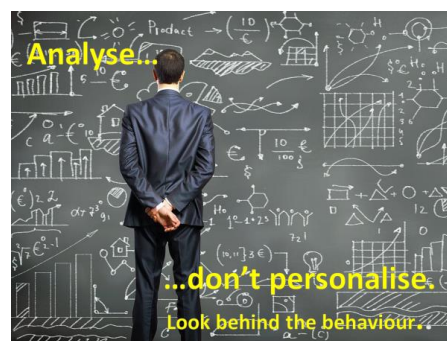
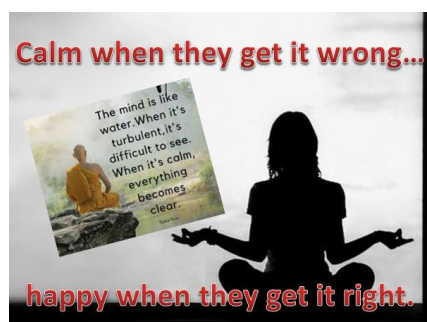
There will be a weekly celebration of children's achievements with regard to these values.

The winning House each term will be awarded a non-uniform day or similar 'treat'

The winning House each year will be awarded a trip to the cinema or similar.

Children should know what is on offer.

Apply the Dr Rob Long 'mantras'



The Process



Age/stage appropriate **class system** of warnings, leading to...



Time Out, a chance to discuss the problem and identify a solution. To be recorded on sharepoint.



SLT Detention, for accumulation of time-outs (3 in a half-term) or seriously unacceptable behaviour: initiating violence, swearing directly, discrimination, deliberate damage to property. Recorded on Scholarpack. parents notified in writing.



Pastoral Support Plan, arising from 3 SLT Detentions or an incident that has resulted in exclusion or consideration of Exclusion.

Bullying



Witnessed or reported incidents between children are dealt with and recorded on sharepoint.

Sharepoint is regularly checked for repetition or patterns by class teachers, pastoral and SLT

Repetition leads to reporting on MyConcern under category 'bullying'. Families of perpetrator and target are notified. Any subsequent updates are added to MyConcern.

MyConcern is reviewed weekly by Pastoral/SLT.

Support considered to target and perpetrator.

Decision will be made to close or keep open. Families notified.

Discrimination



Discrimination incidents relating to protected characteristics are recorded and reported immediately and directly to SLT/Pastoral

The target and perpetrator are isolated from one another.



Discrimination incidents are recorded by SLT/pastoral directly onto MyConcern.

Families of perpetrator and target are notified

A paper reporting form is completed

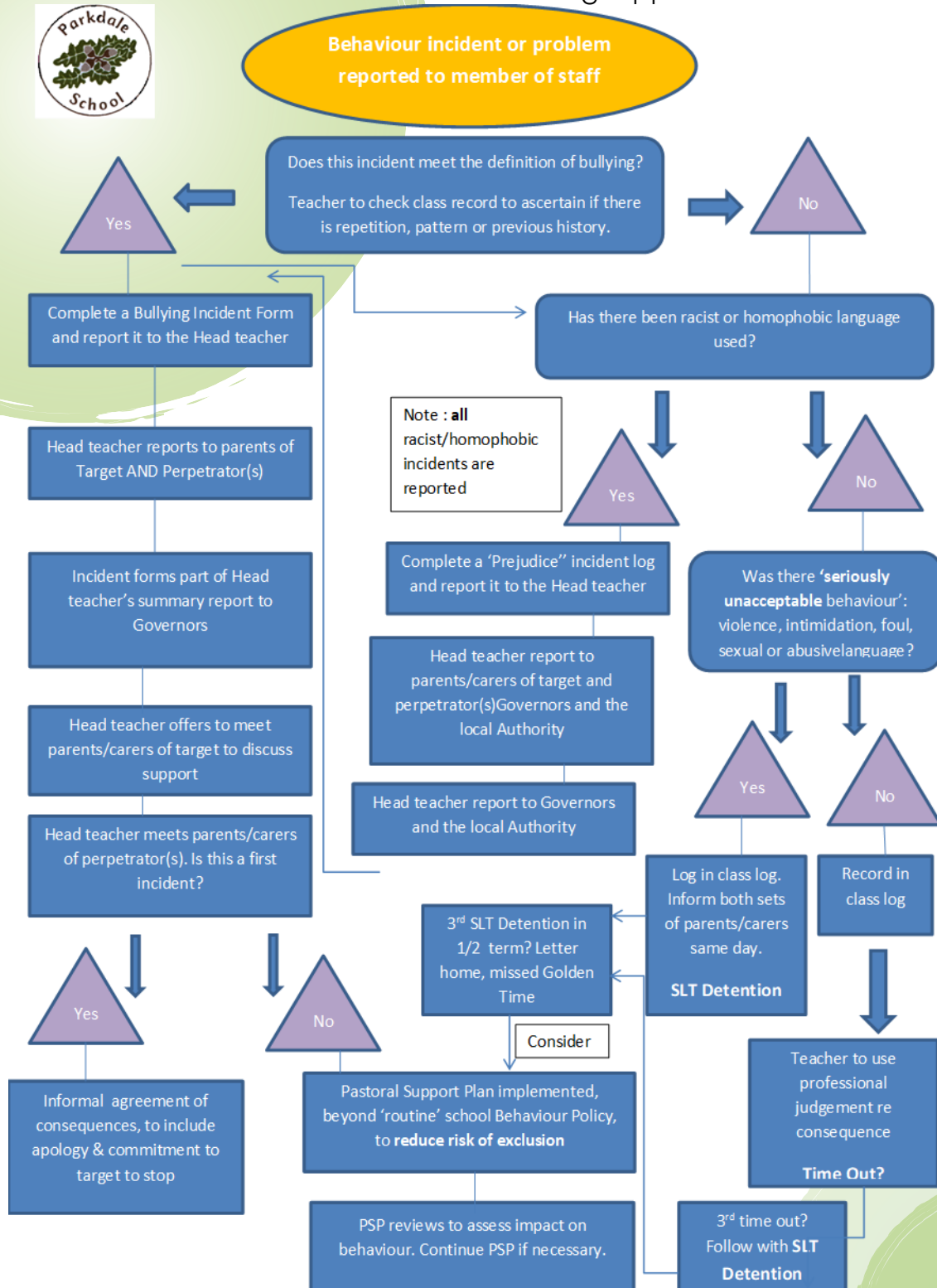


A package of pastoral care and support is put into place for the target.

A package of education and awareness is put into place for the perpetrator.

Where the target (and family) agree, a restorative approach is employed.

The Behaviour Flow Chart – A decision making support for staff



Appendix 4 – The EMR Model – an NPQH Research paper present by EY teacher Hayley Rippon, 2023

Guidance on the effective use of Establish-Maintain-Restore in EYES

EMR - an overview

Establish-Maintain-Restore is a simple, easily implemented model to build, develop and maintain positive relationships with our children. Crucially it allows all staff to support children to develop self esteem, promotes aspiration and a culture of caring for every child. It allows us to address misbehaviour and the causes of this behaviour in a positive way. We will use it to support identified children who are finding it difficult to self-regulate. The model is not to be used to 'make the child conform' but to understand and support them to develop positive behaviour, relationships and self-confidence. The model is simple.

Step One : Establish

In the 'Establish' phase we will take part in intentional practices to cultivate a positive relationship with a specific child. This can be done within your usual time with the child, or by setting aside a small window of time daily. These practices should be personalised to the child; suggested strategies include : asking open-ended conversations, inquiring about interests, chatting to the child during a task and sharing positive affirmations and validation. In EYFS this could be a shared Lego build, a side by side art task, working together to plant some flowers in the garden.

Step Two : Maintain

In the Maintain phase we will make proactive efforts to prevent the quality of our relationship with the specific children diminishing over time. We will keep checking in and ensuring they feel bond of the positive relationship. Research suggests we aim for a 5:1 ratio of positive to negative interactions. These interactions are accumulated throughout the day EVERY day. We always greet the children by name every day. We make eye contact with every child during the register and we ensure that our specific focus children are worked alongside on every challenge daily (1 a day). If the child in focus enjoys a specific activity eg watering the garden, sandcastle building we ensure that we chat to them when they take part in this activity. Where possible we share positive notes and calls home.

Step Three : Restore

It is inevitable that at times our relationship with child can be 'harmed' by a negative interaction. It may be that we have to tell them that we are disappointed with their choices. It is critical that we take responsibility for the impact this has upon our relationships and ensure that we follow R3: reconnect (reassure them that they are safe, loved and trusted), repair (explain that you understand/emphathise with the difficulty they may face), restore (agree to start afresh). This stage is vital for a young person to understand that their misbehaviour doesn't define them, that they can change their choices and overcome their difficulties.

Why we need EMR

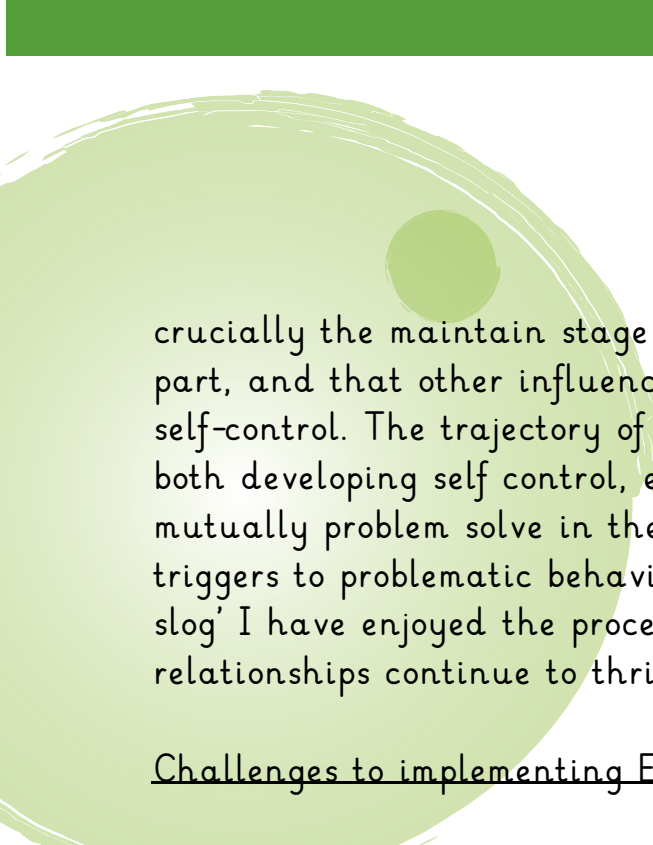
EMR ensures that we are consistent in cultivating good relationships with EVERY child. At the very beginning of their education it is imperative that we support children to develop a positive self-image. They must see themselves as part of the school, as capable of good choices and as successful learners. Behavioural mistakes happen, multitudes of experiences and influences have already created a self-image for every child in our care and for every one we are responsible for reinforcing or challenging this self-image. Positive relationships; believing that their choices matter to someone, **that they matter**, are the key to their success, their future and their wellbeing. Our school culture is inclusive, believing that every child matters and that every child can achieve and progress. EMR will ensure that every child feels part of this culture.

External evidence of positive impact of EMR

The EEF 2019 Improving Behaviour in Schools recommends that schools adopt the EMR model. Their first recommendation for improving behaviour, indicates that knowing and understanding pupils and the influences upon their behaviour should be the primary focus for a school. The EEF states that "regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact".

Internal evidence of positive impact of EMR

This year I have trialled EMR in EYFS. Two children were identified as struggling to self-regulate during breaktime and lunchtime. This behaviour also spilled over into the continuous provision if addressed in a negative way. The impact of any reinforcement of their negative self-image was a spiralling of behaviour. The EMR model was similar to my daily practice BUT



crucially the maintain stage meant that complacency didn't slip in on my part, and that other influences didn't overtake the child's ability to exert self-control. The trajectory of both children has been impressive. They are both developing self control, emotional literacy and the opportunity to mutually problem solve in the 'restore' stage has enabled us to identify key triggers to problematic behaviour. Rather than finding misbehaviour a 'hard slog' I have enjoyed the process of supporting these children and our relationships continue to thrive.

Challenges to implementing EMR and strategies to overcome them

1. Staff are concerned that they may be perceived to be a 'soft touch'. Firstly, my response would be that, in fact, a positive relationship with a child will mean that disappointing you will be far more effective as a deterrent than any shouting, or sanction, could ever be. Secondly, if you feel that a child is exploiting their relationship with you then I would return to the establish phase. Ensure that you are aware of the influences upon their behaviour, that your relationship is based upon honesty and trust.
 2. Staff are concerned about time. Of course in a school we are always pushed for time. However, the Establish phase can be accomplished during our routine interactions : use reading time to chat, interact with the target child during your time in the continuous provision, ask them to join you whilst you undergo our routine jobs, eg photocopying.
 3. Too many children! The EMR model is to be used specifically with targeted children. We will discuss and identify children, assigning them to key staff. This will feature in our weekly planning overview.
- 