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## **Policy for Pupil Behaviour and Procedures Relating to Behaviour**

This policy encapsulates the school's ethos and aims in all areas relating to behaviour, including behaviour management, anti-bullying and exclusions.

### **Aims and Expectations**

#### **Ethos**

Park Mead is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to support children to become self-disciplined. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to taking responsibility and managing poor conduct through interventions that support staff and learners.

#### **We aim to do this by:**

- creating a culture of outstanding behaviour: for learning, for community, for life
- ensuring that all learners are treated fairly, shown respect and that good relationships are promoted
- ensuring all learners are aware of acceptable and unacceptable behaviour, including bullying
- outlining high expectations for all members of the school community
- building a community which values kindness, care, good humour, good temper, respect and empathy for others
- outlining our system of rewards and sanctions
- helping learners take control over their behaviour and be responsible for the consequences of it
- promoting community cohesion through improved relationships

#### **Expectation**

As a whole school we have 3 school rules that underpin our behaviour policy:

Be Kind  
Be Safe  
Be Positive

These rules were generated through pupil voice and the school council.

At the beginning of the school year each class then creates their own class rules, transferring our school rules into age appropriate statements to support classroom management. As part of this process, all children are made aware of the expectation that they will move around the school quietly and safely. In addition, guidelines for behaviour in assemblies are discussed. Similarly expectations for behaviour at play and lunchtimes are clearly discussed with the children together with the school rules. As children grow they will develop an increased understanding of the high expectations staff have for their behaviour and we expect those children to act as exemplary role models for the younger children at Park Mead.

We avoid the unfair punishment of a whole group of children and accept a degree of flexibility in the application of sanctions to suit individual circumstances.

Park Mead does not tolerate bullying or homophobic, sexist, ableist or racist abuse of any kind. If there is any evidence of this, we act immediately to stop it happening again. We do everything in our power to ensure that all children attend school happy and free from fear.

### **Praise, Encouragement, Rewards and Sanctions**

We aim to strike the right balance between rewards and sanctions:

- rewarding consistently good behaviour and those endeavouring to improve their behaviour choices
- reminding children of the importance of our school rules for the happiness and safety of all children

The school rewards good behaviour choices, as this develops the ethos of our school values; kindness, respect and responsibility. We believe strongly that children behave and learn best when they feel safe, happy and valued and therefore we find positive reinforcement of success to be the most effective means of fostering and promoting outstanding behaviour. Children are praised for adhering to our school rules and values.

We praise children for good behaviour in a variety of ways:

- Staff congratulate and praise children when they are behaving correctly and working hard
- Children seen to be consistently modelling the school rules to others will be given a recognition through a raffle ticket
- Raffle tickets are exchanged for a marble for the class jar to gain 'class rewards'
- Raffle tickets are also entered into an individual prize draw to recognise individual's 'Above and Beyond' behaviour
- Staff give children planet points for demonstrating our school rules and working hard in class
- Staff send children to the Headteacher for specific praise and they are entered into the star book
- Children who have been to the star book 3 times will stand up in celebration assembly for all children and staff to congratulate them

- Staff in the Lower School will nominate stars of the week to be identified as role models for all children in 'Star of the Week Assembly'
- Staff in the Upper School will send home Post Cards of Excellence each half term to surprise the parent and child, congratulating them on maintaining our school rules or subject specific praise
- Staff and children nominate who will represent them in the School Council (Whole School), House Captains (Yr 6), Ambassadors (Yr 6) and Buddy roles (Yr 2-6)
- Staff nomination of children for behaviour for learning awards and those demonstrating growth mindset across the curriculum

To encourage and maintain our high expectation of behaviour, our **school rules** are displayed in all classrooms alongside the expectations of behaviour linked to these rules in the form of **class rules**. In each classroom and around the school there are displays exploring our **school values** of kindness, respect and responsibility. We believe these values underpin many other values significant to life within wider society and also support our school rules. These rules and values are taught and explored within lessons and assemblies on a half termly programme.

To support our school rule of 'Be Positive' we have developed the concept of '**growth mindset**' within the school setting. We believe that all children have the ability to achieve with the correct attitude and hard work. To help children achieve a growth mindset we have developed a set of 6 **learning behaviour** characters/role models which are referred to in the classroom and awards are given for demonstrating these behaviours in learning.

At **Friday's Celebrations Assembly** we acknowledge all the efforts and achievements of children both in and out of school. We celebrate educational and sporting events from the previous week. The Star Book children are congratulated for their award. Behaviour for Learning awards, and growth mindset leaves presented. Half termly the raffle ticket winner for individual 'Above and Beyond' behaviour is announced.

The **Planet Point** system also reinforces positive behaviour both through sporting activities and reinforcing the team values throughout every aspect of the school. Children are allocated to one of four planets: Mercury, Mars, Saturn and Jupiter. Children are kept in family groupings. The Team Captains (Y6) are responsible for leading the Houses and collating the team house points weekly. Totals are shared in the Friday celebration assembly. At the end of the year the winning house is awarded a trophy.

**Children with special educational needs** or pastoral concerns can be given more personalised rewards and sanctions, and individual behaviour plans. They may also be offered the support of our ELSA.

To encourage all children to adhere to the school rules and for all children to feel safe and happy we have developed the role of **play leaders** for the Year 5 and 6 children at Park Mead. These children have applied for their roles and the school council short list the applications, with the SLT making the final decision on successful candidates. These children hold the responsibility of supporting break and lunch time activities throughout the school. These children are highly trained for their roles and

are monitored by staff to ensure they have consistently high expectations and are modelling the school rules and values at all times.

Staff will use appropriate sanctions to reinforce the school rules and to ensure a safe and positive learning environment. Teachers always talk to the children about their behaviour or action. If a child repeatedly chooses behaviours that negatively impact themselves or others the teacher will record this incident in their behaviour log so that these incidents may be tracked. Any incidents deemed as significant or causing harm to others will be referred to a member of the SLT and the child will attend a reflection session to complete a 'think sheet' allowing them to consider their behaviour, the impact and how these situations can be managed. During the monitoring of behaviour, if there are any concerns with behaviour relating to a child's safety these concerns will be passed onto the safe guarding team.

Children are always given the chance for a "fresh start".

### **The Role of School Staff**

It is the responsibility of all of the school staff to ensure that the school rules are followed and that children behave in a responsible manner during school time, whether in the classroom or moving around the school. The adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability and that they build strong supportive relationships with children. The adults treat each child fairly and enforce the school behaviour code consistently. The adults treat all children with respect and understanding. If a child misbehaves repeatedly, the matter will be discussed with the behaviour lead and a decision will be made to whether the parents need to be contacted before a visit to the reflection room.

A clear code of behaviour has been drafted alongside the school rules so that staff, parents and children understand what good behaviour looks like and the expected rewards and sanctions that we use in school. It is expected that all children will follow the school and class rules and that if things go wrong that parents will support the school to ensure improvement. The class teacher reports to parents about the progress of each child in their class. The class teacher will contact a parent if their child has demonstrated being an exceptional role model to others or if there are concerns about the behaviour or welfare of a child, as soon as practically possible. We will also liaise with external agencies, as necessary, to support and guide the progress of each child.

If effort or behaviour gives serious cause for concern either in school or at home, the SENCO or Headteacher should be informed. The appropriate adult would then make contact with home to share these concerns and discuss how this could be managed in partnership. If there are ongoing concerns of a serious nature children may be referred to an outside agency including the Behavioural Support Team (Surrey) with the agreement of the parent/carer. This may be accompanied by the setting up of a Pastoral Support Programme (PSP). Children with particular behavioural or emotional difficulties may have individual behaviour programmes (IBPs). Children experiencing emotional barriers to learning may also be referred to the ELSA.

Very serious breaches of school discipline will be dealt with immediately by the Headteacher or SLT, who will automatically involve parents. In exceptional circumstances, a child may be given a fixed term exclusion for half a day or more, following Surrey's fixed term exclusion policy.

**All members of staff are aware of the guidance about the use of reasonable force in schools.**

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom”

*For example:*

- *To remove disruptive children from the classroom where they have refused to follow an instruction to do so*
- *To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit*
- *To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others*
- *To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground*
- *To restrain a pupil at risk of harming themselves through physical outbursts*

Staff only step in to restrain children physically after de-escalation techniques have failed. The actions that we take are in line with government guidelines on restraining children. A record is kept of all serious incidents where safe holds are used. It is always unlawful to use force as a punishment. Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory duty to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. The same procedures as are adopted on site will apply.

**The Role of the Headteacher**

It is the responsibility of the Headteacher to apply the school behaviour policy consistently throughout the school, and to report to governors on how well it is working. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of everybody in school.

The Headteacher supports the staff by applying the policy, by setting behaviour expectations, and by supporting staff and pupils in delivery of the policy.

The Headteacher keeps records of all reported, serious incidents of misbehaviour and any use of reasonable force.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Headteacher shall follow DfE guidance re exclusions.

The behaviour lead keeps a record of all reported incidents of serious misbehaviour and monitors class behaviour records.

**The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school. We expect parents to support their child's learning, and to co-operate with the school, as set

out in the home–school agreement. We aim to inform parents about good work, behaviour and effort, as well as when we have concerns about their child’s welfare, work or behaviour. We would normally expect a parent to discuss any concerns with the class teacher in the first instance; however the Headteacher is always available to discuss matters. Parents / Carers are asked to sign a home school agreement.

### **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

### **Review**

The Governing Body will review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

*This policy should be read alongside all school policies but relates especially to the following policies and documents:-*

- Anti – Bullying Policy (enclosed)
- Behaviour Code of Conduct (enclosed)
- Safeguarding including allegations (Pols 3, 6, 36 & 49)
- Single Equality Scheme (Gov. document March 14)
- Safeguarding including allegations (Pols 3, 6, 36 & 49)
- E-safety Policy (Pol 51)
- SEND and Inclusion (Pol 22)
- Attendance (Pol 4)
- Peer on peer sexual violence and sexual harassment (Pol. 87)

## Anti-Bullying Policy

### **Aim**

The aim of our anti-bullying policy is to ensure that pupils at Park Mead are provided with every opportunity to learn in a supportive, caring and secure environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

### **Bullying is, therefore:**

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

### **Bullying can include:**

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Why Is It Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. All pupils are taught through the school's PSHEC curriculum and values-led ethos to be active in preventing bullying. Focus weeks such as 'Anti-Bullying Week' are also an integral part of the school's process to encourage a community of mutual respect and understanding.

### **Signs and Symptoms**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, concentration or truanting from school. Pupils are actively encouraged to report bullying in school.

### **Statutory duty of schools**

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Guidance for dealing with instances of bullying is circulated to parents when joining the school and this document is available on the school website.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

### **Implementation**

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. The incident will be referred to the class teacher in the first instance who may involve a senior teacher and then the assistant heads or head teacher as necessary.

The following steps may be taken when dealing with incidents:

Staff will:

- record a clear account of the sequence of incidences
- interview all concerned and record these with signed statements if relevant
- liaise with parents as appropriate
- decide on suitable consequence(s) as identified in the behaviour support policy
- monitor the situation and provide follow up support using the school's bullying action plan template.
- Pupils who have been bullied will:
  - be offered an immediate opportunity to discuss the incident with a chosen member of staff
  - be given reassurance
  - be offered continuous support
  - be given support to restore their self-esteem and confidence as appropriate

Pupils who have bullied will:

- be asked to discuss and reflect on what happened
- be questioned as to why they became involved
- understand the wrong doing and recognise the need to change
- have the support of their parents or guardians enlisted to help change their attitude

A combination of the following disciplinary steps may be taken:

- written warning
- verbal apology
- written apology to victim
- exclusion from certain areas of school premises at certain times of the day
- direction to report to a designated member of staff at certain times
- fixed-term exclusion
- permanent exclusion

## Park Mead School Rules and Code of Conduct

You are meeting the School Rules if:	Consequences
<p><b><u>BE KIND</u></b></p> <ul style="list-style-type: none"> <li>✓ You follow instructions</li> <li>✓ You always try your best</li> <li>✓ You are kind</li> <li>✓ You say 'please' and 'thank you'</li> </ul> <p><b><u>BE SAFE</u></b></p> <ul style="list-style-type: none"> <li>✓ Your work is tidy</li> <li>✓ You are ready to learn</li> <li>✓ You help keep the classroom tidy</li> <li>✓ You take care of the school</li> </ul> <p><b><u>BE POSITIVE</u></b></p> <ul style="list-style-type: none"> <li>✓ You are smart</li> <li>✓ You do good sitting, looking and listening</li> <li>✓ You work well in a team</li> <li>✓ Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise given</li> <li>• Reward raffle ticket</li> <li>• Marble in the jar - class rewards</li> <li>• Planet Points</li> <li>• Star Book</li> <li>• Star of the Week</li> <li>• Post Cards of Excellence</li> <li>• Behaviour for Learning awards</li> </ul>
You need to consider your behaviour if you are:	Consequences
<ul style="list-style-type: none"> <li>○ Rude to staff</li> <li>○ Not following instructions</li> <li>○ Not on task</li> <li>○ Not listening</li> <li>○ Shouting out</li> <li>○ Distracting others</li> <li>○ Producing careless work</li> <li>○ Not ready to start your lesson(including correct PE kit)</li> <li>○ Having one off anger outbursts</li> <li>○ Showing bad manners including being unkind to others</li> <li>○ Leaving the class without permission</li> <li>○ Not handing your homework</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reminder</b> – you will be reminded of the school rule you have broken</li> <li>• <b>Warning</b> – you will receive a verbal warning</li> <li>• <b>Last chance</b> – last chance to show you can change your behaviour</li> <li>• <b>Time out or move to another class</b> – you will be given a time out or moved to another class where you will continue your work</li> <li>• <b>Repair</b> – you will discuss your behaviour with your class teacher and consider how best to repair the problem. Eg. complete work in your own time, apologise to people involved</li> </ul>
Your behaviour is unacceptable if it is:	Consequences
<ul style="list-style-type: none"> <li><b>X</b> Bullying</li> <li><b>X</b> Threatening behaviour or language</li> <li><b>X</b> Deliberately hurting another child or adult</li> <li><b>X</b> Making others feel unsafe by throwing or damaging property</li> <li><b>X</b> Swearing or using disrespectful language to staff or other children</li> <li><b>X</b> Repeated opting out</li> <li><b>X</b> Wilful damage of property</li> <li><b>X</b> Repeated disrespect</li> </ul>	<ul style="list-style-type: none"> <li>• Always sent to a SLT member or Headteacher</li> <li>• Missed break while attending the Reflection Room</li> <li>• Internal exclusion</li> <li>• Short term exclusions</li> <li>• Phone call to parents (with child involved if appropriate)</li> <li>• Apology letter sent as appropriate</li> <li>• Record of incidents kept and monitored by the behaviour lead and kept securely in SLT office</li> </ul>



### Rewards

- Verbal praise given
- Reward raffle ticket
- Marble in the jar - class rewards
- Planet Points
- Star Book
- Star of the Week
- Post Cards of Excellence
- Behaviour for Learning awards



## Behaviour at Park Mead

### Our School Rules

- *Be Kind*
- *Be Safe*
- *Be Positive*

### Role Models

- Children who exhibit **over and above** fantastic behaviour can be given a raffle ticket to earn a marble for the class reward and be entered into the individual prize draw. This is when pupils show extraordinary behaviour and character that are not prompted by the teacher or self-reported.  
Eg. being an excellent role model; considering other' feelings; continually showing good manners; always treating others kindly; a constant willingness to help others.

### Sanctions

- In Park Mead our ethos is to use positive praise where possible. As a reminder role models will be praised during lessons.
- If you continue to break school rules...
  1. **Reminder** – you will be reminded of the school rule you have broken
  2. **Warning** – you will receive a verbal warning
  3. **Last chance** – last chance to show you can change your behaviour
  4. **Time out or move to another class** – you will be given a time out or moved to another class where you will continue your work
  5. **Repair** – you will discuss your behaviour with your class teacher and consider how best to repair the problem. Eg. complete work in your own time, apologise to people involved
  6. **Reflection Room** – for significant behaviour incidents, you will spend one break time with a SLT member filling out 'Think Sheet' to reflect on your behaviour, a chance to consider what you would do differently if the situation occurs again and how to make right the choices made.
- If you are sent to the Reflection Room repeatedly a teacher will speak to your parents.

### Visible Consistencies

- School Rules displayed in class rooms
- Staff meet and greet children in the morning
- Staff accompany children to the playground at playtimes and the end of the day. At playtimes, there must be an adult on duty before children are left.
- Staff notice and respond to good behaviour exhibited by children from across the school.
- Staff intervene whenever incidents occur and use restorative talk to resolve the issue.
- All staff challenge children who are not keeping school rules in a non-confrontational way – using key phrases

### Key Phrases to use to support positive behaviour choices

- I've noticed that....
- I need you to.....Thank you.
- You can improve on that by ....
- We need to work together to .....

### Restorative Talk

- ❖ What happened from your point of view?
- ❖ What were you thinking/feeling at the time?
- ❖ Who else was affected by this?
- ❖ What do you need right now?
- ❖ What can you do/can be done to put things right?