

Parkfield Community School's

Behaviour Policy



[Rights Respecting Schools' Article/s](#)

A29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.



Parkfield Community School

Behaviour Policy

At Parkfield Community School we acknowledge children's behaviour is central to the learning process and is an intrinsic element of our education. As a school we recognise the importance of having clearly stated values and shared beliefs among all staff which underpin expected standards of behaviour and quality of relationships. This is promoted through our school rules, our school values, our No Outsiders ethos and Rights Respecting Approach and through the teaching of Emotional Literacy. All classrooms have their own Rights Respecting charter; this alongside the lunch time charter is used to reinforce the school ethos.

We recognise the relationship between low levels of emotional literacy and poor behaviour. We therefore strongly believe in promoting self-esteem, self-discipline and a responsibility to others. The behavioural environment is key, and we are constantly working to improve the context in which our children learn. We seek to develop emotional intelligence as a key to helping our children become socially and educationally successful. Fundamental to our school's ethos is our commitment to supporting children to make the right choices and to encourage children to express their emotions appropriately. Without this crucial work, we believe that where poor behaviour is a barrier to learning, outcomes for our children will be of no lasting significance.

What the law says

The Head Teacher must set out measures in the behaviour policy which establish the standard of behaviour expected of pupils. These standards aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work

The Head Teacher is responsible for determining the school standards of behaviour and any disciplinary penalties when standards are not met. The behaviour policy is made available to view on the school website and parents are signposted to this when it is reviewed annually.

The Parkfield Rules

Our schools are clear and simple and can be applied to all behaviour. The rules focus on three words:

- Ready
- Respectful
- Safe

Our aim is to promote positive attitudes, respect and ownership of behaviour.

Staff use the rules to highlight the behaviour they want to see around school. We ask children, "Are you ready, are you being respectful, are you being safe?" Expectations are reinforced through assemblies and the hidden curriculum, in the way staff interact



around school and talk to pupils. There is a high a standard of behaviour expected of all pupils at all times.

Each class uses a recognition board to focus on one goal for the day; for example, 'quiet voices'; 'putting hands up'; 'listening and responding'. The recognition boards have a pocket for each child which is empty at the start of the day. As children are spotted behaving in the expected way, a green card is slotted in to their pocket. The aim is for each child to have a green card in their pocket by the end of the day.

Yellow cards are used as a system of recording behaviour. In this system a child receives a warning and if the behaviour persists a circle is drawn around the rule they need to follow (ready, respectful, safe) a second warning results in another circle and if the child continues to display the undesirable behaviour, SEAL can be used as a time out space. The Assistant Heads in each year are informed when children in their year group receive yellow cards and will follow up incidents with children.

There is space on each yellow card for the adult to write a short description of the undesired behaviour. The child should record how they put their behaviour right, on their yellow card. It is the responsibility of the teachers to provide sanctions for children who receive a yellow card. SEAL will support for persistent behaviour choices

Good behaviour (Year 1 – Y6) is rewarded by House Point tokens. Children are given a house at the start of each academic year and house points are awarded in class and around school for high standards of behaviour and attitude to learning. The house with the most points at the end of each half term receives an afternoon reward. In KS1 there are a number of behaviour rewards in place including stickers, certificates and star charts.

Hot Chocolate Friday is used when children go 'above and beyond' in their attitude and behaviour. Children can receive a Hot Chocolate Friday nomination from an adult which then goes in to the Hot Chocolate Friday box. At each year group assembly one name is pulled out at random to join the Hot Chocolate Friday group. Each Friday the Head Teacher hosts Hot Chocolate Friday with one child from each year group.

Mid-day supervisors are encouraged to award stickers, use star charts and give certificates for behaviour supporting the Parkfield rules.

The SEAL room is used as an early intervention for children needing support with their behaviour choices. Rather than acting as a reactive measure where children are sent to time out, the SEAL room is more effective when we 'get in front' of behaviour, supporting each child to make good choices in their day. The SEAL room holds intervention groups for children and also supports parents with managing behaviour at home.

Staff are encouraged to use scripts for dealing with behaviour incidents. These scripts are set out in the Paul Dix book, "When adults change, everything changes". The aim of the scripts is to reduce the time given over to discussions about behaviour and also to ensure responses are consistent across the school.



Where work is missed in class as a result of poor choices, work can be sent home by teachers with a covering letter (see below).



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Saltley
Birmingham
B8 3AX
Telephone: 0121 464 1131
Email: enquiry@parkfield.bham.sch.uk

Date

For the attention of the parent/carer of in class.....

I am writing to let you know about a missed learning opportunity that your child had today. Unfortunately, their behavioural choices in class resulted in them spending less time than they should on their learning, and as a result of this their best work was not produced.

As you know, at Parkfield Community School, we have high expectations of our children in terms of their behaviour, attainment and progress. Due to their behavioural choices, we would like your child to make up their missed learning at home, so that they do not fall behind in class. Please find attached a copy of their missed learning, which we would like completed and returned to school on the next school day after the date of this letter, unless there are extenuating circumstances in which case please let me know about this and we can arrange another date for this work to be completed by. Once completed, this work will then be added to your child's book.

We really appreciate your support with this and by working as a team we can hopefully ensure that your child reaches their full potential.

Yours sincerely

Class Teacher



Company Number: 8314293



Guiding Principles

This policy acknowledges the school's legal duties under the Equality Act 2010, in particular with regard to safeguarding and in respect of pupils with SEN.

The following key aspects of school practice are taken in to consideration in order to contribute to improving the quality of behaviour:

- a consistent approach to behaviour management;
- strong school leadership;
- classroom management;
- rewards and sanctions;
- behaviour strategies and the teaching of good behaviour;
- staff development and support;



- pupil support systems;
- liaison with parents and other agencies;
- managing pupil transition;
- organisation and facilities.

Teachers' responsibilities

Teachers have a responsibility to uphold the standards as set out by the Head Teacher. Teachers will support behaviour throughout the school regardless of their allocated year group.

All paid staff are responsible for promoting the school standards and agreed code of conduct (Parkfield Code). The code of conduct is supported by classroom and lunch time charters.

Children need to be made aware that there are behaviour expectations both in and outside school and staff have a duty to uphold these expectations.

Consequences for poor behaviour

Corporal punishment is illegal in all circumstances.

Where a child fails to follow the behaviour standards, teachers are responsible for implementing consistent and proportionate sanctions. These sanctions should be implemented under the following conditions:

- Decided by a paid member of school staff or a member of staff authorized by the Head Teacher;
- Made on school promises or while the child is under the charge of a member of staff;
- Ensure that the child continues to access their rights and is in accordance with the Equality Act 2010.

As a school, we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy and will consider whether a multi-agency assessment is necessary.

When poor behaviour is identified sanctions are implemented consistently and fairly. Disciplinary measures include:

- A verbal warning leading to yellow card if behaviour is repeated;
- Phone call home to parents leading to a meeting in school where necessary;
- Staying in at play time or lunch time to complete missed work;
- A letter of apology written during play times;
- Loss of privileges e.g. football at lunch time;
- Time out in the SEAL Room;
- Behaviour monitoring books/ charts.

Where children complete a lunch time consequence and reflection activity, reasonable time will be given for the child to eat, drink and use the toilet.

While sanctions are used, we recognize behaviour management is best promoted by



Positive behaviour reinforcement. We work carefully with a child experiencing difficulty, investing in their individual needs to find a solution.

In a more extreme case the school may use temporary or permanent exclusion. This is only used once all other channels and strategies have been exhausted.

Teaching staff are permitted to confiscate, retrain or dispose of a pupils' property as a consequence as long as it is reasonable in the circumstances. Pupils should not be bringing in to school items that can be a distraction to learning.

Senior Leaders in the school are permitted to search without consent if staff believe child is in possession of a prohibited item and the child is refusing to comply. Examples of prohibited items are:

- knives and weapons;
- stolen items;
- alcohol, tobacco, illegal drugs;
- fireworks;
- any article that has been or is likely to commit an offence. Cause personal injury or damage to property;
- any item banned by the schools rules.

Where a person is searching without consent, two adults will be present. Parents will be informed. Police will be informed where the item confiscated causes an offence.

Malicious accusations

The school takes every opportunity to foster and maintain positive relationships between staff, pupils and parents. In the event of an accusation against a member of staff there will be a thorough investigation involving the police and social services where necessary. If a pupil is found to have made a malicious or false accusation against a member of staff, appropriate action will be taken which may result in a review of their place at school.

The Governing body is responsible for the pastoral care of staff accused of misconduct.

Use of reasonable force

Twelve members of staff at Parkfield Community School have undertaken Team Teach training in order to have the option to employ positive handling strategies safely when needed. Reasonable force may be used to prevent pupils committing an offence, injuring themselves or others, or damaging school property.

A record of restraint is completed by the staff member involved and kept in the SEAL room, each time there is an incident.

Quiet room

The quiet room at Parkfield Community School can be used in extreme cases where a disruptive child can be placed in an area away from other pupils for a limited period. Reasons for removing a child to the quiet room will be to prevent pupils committing an offence, injuring themselves or others, or damaging school property.

If a child is using the quiet room, two adults will be present and where it is safe to do so, one will be with the child in the room, employing de-escalation techniques to calm



the situation. If the adult needs to come out of the room for their own safety, both adults will stand at the door monitoring the child so that re-entry can be agreed. The aim is always to remove the child from the quiet as soon as it is judged by the staff that the child is ready.

When a child uses the quiet room, their parents will be informed.

The Governing body's statement of behaviour principles

The Governing body believes that behaviour is a product of the interaction between the individual, school, family, and community and therefore the relational trust that exists between the school and home is key to a harmonious community.

With this in mind the school will ensure that parents are informed at the earliest opportunity if the following actions need to take place:

- screening and searching pupils;
- reasonable force/physical contact is employed to ensure safety (Team Teach);
- discipline outside the school gate or when a child is not in the charge of a member of staff;
- working in partnership with other agencies to support behaviour.

Andrew Moffat
Assistant Head, Pastoral Care
Parkfield Community School
February 2018

