

PARSLOES PRIMARY SCHOOL



Behaviour Policy 2018-2019

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Lauren Pearce
(Head Teacher)

Richard Hunter
(Chair of Governors)

Spurling Road
Dagenham
Essex
RM95RH
02082704925

Our school values: Respectful, Understanding, Positive, Aspirational

At Parsloes we are respectful, understanding, and with a positive attitude towards life we aspire to achieve well here and beyond.

RATIONALE

At Parsloes Primary School we believe that good and outstanding behaviour is the key to a good and outstanding education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. All individuals need to receive regular praise and encouragement. If children hear regular good news about their qualities and strengths, they are able to work constructively on improving their weaknesses. All pupils should follow the school code of conduct.

Parsloes Primary places its values at the heart of the school; Being Respectful, Understanding, Positive and Aspirational.

At Parsloes Primary School we believe that everyone should be treated fairly and with respect. Children will be led by the example of adults showing clear expectations, consistent discipline and following a positive reward system.

Section 89 of the Education and Inspections Act 2006 states that the head teacher of a relevant school must determine measures to be taken with a view to;

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

PURPOSE

To promote positive relationships and good behaviour through nurturing motivated, engaged pupils, who make good choices which are recognised and celebrated.

GUIDELINES

- Ensure our agreed Code of Conduct is known and agreed by pupils, staff, parents and governors
- Assemblies are linked to promoting our core values
- Promote good behaviour through the systematic celebration of pupil achievements
- High expectations of good behaviour apply to all children.
- Recognise some pupils will need more support in meeting these expectations and put appropriate plans in place to help them (Behaviour Plans)
- All adults around the school should be good role models for pupils (Staff Code of Conduct)
- Reasonable force may only be used to prevent a child from injuring itself and/or others. (Please refer to school policy on use of reasonable force). Corporal punishment is illegal.
- A decision to exclude a child from school lies with the Head Teacher (see Exclusion Policy) and should only be used in line with this policy.
- The Home/School contract is revisited annually by the school, parent and pupil.

PARSLOES PRIMARY SCHOOL

STAY ON GREEN

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At Parsloes Primary School we have a behaviour programme called 'Stay on Green'. In school we work towards standards of behaviour that are based on the values of respect, understanding, positivity and aspiration. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community will aim to show these behaviours at all times.

CODE OF CONDUCT

Our Code of Conduct (how we behave at Parsloes) is introduced to every child at the beginning of every year and revisited regularly through the year in assemblies and in class. It is on display in every classroom. This is the standard for green behaviour.

WORKING WITH PARENTS

We value our school partnership with parents. When there is good or bad behaviour to report, we believe that parents should be informed and be part of the ongoing process to commend good behaviour and eradicate inappropriate behaviour. We rely on parents for support. Parents know their children better than anyone. We place a high value on the role that parents have to play, in and out of school. We want them to enjoy coming to and being in school. If there are reasons why children are not happy, please let us know.

Parent Logs – each class teacher and member of SLT records in a parent log and conversations they have had with staff both positive and negative. Class teachers should refer on any concerns. Parents should always be brought into the school for any conversations that are of a sensitive nature.

VULNERABLE CHILDREN

During their time at school some children will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable children. Regular discussion will be ongoing between the leadership team, SENCOs, the teachers and support staff involved, parents and other agencies.

All information will contribute towards:

- SEN passports and /or Behaviours Plans
- Pastoral Support Programmes
- Support from the members of the Multi Agency Panel.

SEE SEN POLICY FOR MORE INFORMATION

EXCLUSION:

If a pupil is excluded from the school, this will be undertaken within the Barking and Dagenham Exclusion Guidelines and Department of Education guidance. On return to the school, a plan will be developed to support the pupil's reintegration into the classroom. Fixed or permanent exclusion can take place either in response to serious breaches of behaviour, or if allowing the pupil to remain would seriously harm the education or well-being of the pupil or others in the school. Permanent exclusion can take place in response to single "one-off" incidents if the incident is considered serious enough. Parents have the right of appeal to the Governing Body against any decision to exclude.

REWARDS

WEEKLY REWARDS INCLUDE;

Reading Certificates

Writer of the week

Star of the week

Gold awards

Attendance awards

House points totals for each house are announced weekly in Friday's behaviour assembly.

Golden time – 'structured' time each Friday afternoon

HOUSES

All pupils are assigned a house once they join our school.

We have four houses as voted for by our pupils in April 2017.

- Pankhurst House
- Bannister House
- Shakespeare House
- Seacole House

HOUSE POINTS:

House Points are also awarded and recorded in the classroom. Each week note the house point winners and what they achieved them for. Include as part of your daily / weekly reflection. Our House Cup is awarded to the house with the most points by the end of the half term. This is displayed in our display cabinet by the main reception area.

PARSLOES PRIMARY SCHOOL
Behaviour Policy
'STAY ON GREEN'

Zone	Action	Rewards/ Consequences
Gold Zone	<p>Golden behaviour:</p> <p>Pupils show exceptional behaviour</p>	Pupil moves to golden zone on stay on green chart
Green Zone (Expected)	<p>Green Behaviour (Expected Standard:</p> <p>All pupils start on green at start of every day Follows the 'Code of Conduct' to stay on green</p>	'Golden time' given to class on a weekly basis. Pupils who have been on blue / yellow / red during the week join at the teacher's discretion or may join part way through. This will depend on the degree of poor behaviour.
Reminder	Child is reminded to make the 'right choice' to stay on green. 'Code of Conduct' rule being broken is referred to;	
Blue Zone	<p>Blue behaviour includes;</p> <p>Any low level disruption Talking in class Not listening Running / Careless pushing in the corridor Constant fiddling Arguing with peers Calling out Disturbing others Littering</p>	<ul style="list-style-type: none"> • Name moved to blue zone • 'Time out' in class • Positive conversation on return to group • Encouraged to correct behaviour to move back to green
Reminder	Child is reminded to make the 'right choice' to stay on green. 'Code of Conduct' rule being broken is referred to;	
Yellow Zone	<p>Yellow behaviours include;</p> <p>Persistent blue behaviour Deliberate pushing in the corridor Answering back to an adult Throwing things in class Deliberating hurting another's feelings Being un co-operative Being unkind or rude Play Fighting</p>	<ul style="list-style-type: none"> • Name moved to yellow zone • Recorded in behaviour incident book • Sent to 'time out' class with reflection sheet. Time out class is year group below their current one • Reflection sheet is taken for KS1 / KS2 to 'time out classes' class for 5 / 10 minutes depending on age (or could be with their work). Reflection sheet stays in behaviour incident book • Pupils escorted to 'time out' class • Pupils who have been on yellow / red during the week join 'golden time' at the teacher's discretion. • Positive conversation on return to the classroom • Encouraged to correct behaviour to move back to green
Reminder	Child is reminded to make the 'right choice' to stay on green. 'Code of Conduct' rule being broken is referred to;	
Red	<p>Red behaviours include; <i>(Email SLT by midday on the day of detention SLT duty member will be in detention room from 12.15)</i></p> <p>Persistent yellow behaviour Leaving the classroom without permission Fighting with intention to hurt Bullying (proven) Vandalism Racist remarks (proven) Homophobic remarks (proven) Swearing directly at another (proven) Persistent or serious lying Persistent or pre-meditated stealing Violence Spitting at someone Biting where mark left Serious disobedience – refusing adult instruction Serious verbal insults or threatening others</p>	<ul style="list-style-type: none"> • Name moved to red zone • Recorded in behaviour incident book by class teacher • Break / Lunch time detention/s. All detention pupils at lunchtime should be escorted to the Detention room. • If red is received at lunchtime Learning Mentor will complete the behaviour incident book. • (Learning Mentor will decide if lunchtime red is given) • Pupils who have been on yellow / red during the week join 'golden time' at the teacher's discretion. • Positive conversation on return to classroom • Parent/Carer informed by Class teacher (or SLT) at home time if collected or by telephone if child walks home alone • CT can determine if behaviour warrants more than one red detention. Confirm in email to SLT. • <u>Persistent red behaviour / escalated behaviour</u> <p><i>Class teacher may decide in liason with the behaviour Lead that more than one detention is necessary. This may be for example if red has been given for fighting in the playground. Behaviour lead may decide in liason with SLT that the behaviour warrants a further action, such as an internal exclusion. If an internal exclusion takes place SLT complete internal exclusion form and hand to Behaviour Lead.</i> The class teacher should also record in the Behaviour incident Book</p>

Time Out Classes – Yellow Zone

Year 6	to	Year 5
Year 5	to	Year 4
Year 4	to	Year 3
Year 3	to	Year 2
Year 2	to	Year 1
Year R	to	Year R

NB. Do not send a child on time out to a class where they have a sibling

Behaviour System

1

Class Teacher manages behaviour in class following stay on green system
(all incidents are recorded in Behaviour incident Book)

2

Class Teacher refers to Phase Leader / Assistant Head

3

Phase Leader refers to SENCO (these pupils will have a behaviour plan – refer to behaviour plan list)

Phase Leader refers to Deputy Head Teacher

4

DH / SENCO liaises with Learning mentor / PSW / Inclusion team

5

DH refers to Head Teacher (Internal Exclusion level to another class or pod)

6

Head Teacher (External Exclusion Level)

Other;

SLT responsibilities:

Lunchtime rota duty for playground / detention room

M – NL / T – KD / W – MB / T – SO / F – KD

SENCO responsibilities:

Referrals made for vulnerable pupils. Alternative behaviour plans in place for key pupils.

SENCOs oversee the needs of these pupils. Alternative plans will be in place for lunchtimes.

PSW responsibilities:

Can support our families with behaviour strategies

Learning Mentor:

Supports pupils with Behaviour needs in class / blue pod

Lunchtime Play Leader responsibilities:

Referral to Lunchtime Supervisor

CODE OF CONDUCT

We will:

- Display school values at all times by being Respectful, Understanding, Positive and Aspirational
- Be polite towards adults and other children
- Display good manners
- Come to school on time every day
- Wear the correct uniform everyday
- Follow instructions
- Work hard in lessons
- Celebrate each others successes and achievements
- Walk around the school building in an orderly manner at all times
- Keep the school clean and tidy at all times
- Take care of our books and school equipment
- Abide by the Internet Safety Agreement

We know that the following behaviour is unacceptable:

- Non-compliance with Stay on Green / School Code of Conduct
- Not following instructions
- Being rude to others
- Bullying or threatening behaviour towards others (including cyber bullying)
- Being aggressive towards others
- Using offensive language (including racist or homophobic language)
- Being disruptive, in class, when lining up or in the corridor
- Dropping litter
- Damaging school property

Please sign below to show you understand what is expected at Parsloes Primary School:

Name:

Stay On Green - YELLOW
Record in Behaviour Incident Book
Reflection Sheet - KS2

To be kept in Class Behaviour Incident Book

Name: _____

(Time to be sent back to class _____)

Class: _____

Date: _____

What rule was broken?

What did you do wrong?

What is your side of the story?

What do you need to do to make things better?

Stay On Green - YELLOW
Record in Behaviour Incident Book
Reflection Sheet - EYFS / KS1

To be kept in Class Behaviour Incident Book

Name: _____

(Time to be sent back to class _____)

Class: _____

Date: _____

What rule was broken? (Teacher can scribe)

Draw a picture / write a letter to say you are sorry.

Stay On Green - RED

3 red detentions and parents called for a meeting by CT.

To include SENCO / BL / PL dependent on pupil

Record in Behaviour Incident Book

Reflection Sheet - KS2

To be kept in School Internal Exclusion file (Behaviour Lead)

Name: _____

Class: _____

Date: _____

Place: Class / Lunchtime (delete as applicable)

What rule was broken?

What did you do wrong?

What is your side of the story?

What do you need to do to make things better?

Stay On Green - RED
Record in Behaviour Incident Book
Reflection Sheet - EYFS / KS1

To be kept in School Internal Exclusion file (Behaviour Lead)

Name: _____

Class: _____

Date: _____

Place: Class / Lunchtime (delete as applicable)

What rule was broken? (Teacher can scribe)

Draw a picture / write a letter to say you are sorry.

Stay On Green -

Internal Exclusion

Record in Behaviour Incident Book

(where exclusion is for an am / pm session)

To be kept in School Internal Exclusion file

Name:

Class:

Date:

Excluded by (SLT member):

Class / Pod for exclusion:

Learning mentor requested - **Y** / **N** (please select)

Period of exclusion: From (Date / time):

To (Date / Time):

Prior to a class exclusion a pupil will have followed the Stay on Green system. A class exclusion should be recorded in the behaviour incident book and this form completed by the SLT member excluding the pupil. A class exclusion must be authorised by Behaviour Lead.

A pupil should be moved to another class within the same phase.

Reason for exclusion:

Any other information:

Date of parent meeting (reference to Home/School Agreement):

Meeting attended by Behaviour Lead / SENCO / Phase Leader / Class teacher (please select)

Outcome:

Parent signature:

Hand to Behaviour Lead once completed

