

PARSLOES PRIMARY SCHOOL



Behaviour Policy

Approved by Governing Body: November 2022

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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 or damaging property, and to maintain good order and discipline in the classroom. 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.
- A Home/School contract is signed 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.

Parental Communication – Class teachers should record online any communications they have had with parents that need noting or need a senior leader to be aware. If this is the case add to safeguard online under communications and alert the appropriate senior leader. Class teachers should refer in person, 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. Class teachers are at the forefront to support their pupils during this time. At these times the behaviour strategy may need to be adapted to support vulnerable children. Class teachers should raise any ongoing concerns with their line manager. Regular discussion should be ongoing between the class teacher, phase leader, leadership team, SENCOs, support staff involved, parents and other agencies.

All information will contribute towards:

- SEN passports
- Behaviours Plans
- Escalation to other agencies

REFER TO SEN POLICY FOR MORE INFORMATION

USE OF REASONABLE FORCE:

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. This is in line with government guidelines – 'Behaviour and Discipline in Schools' – 2016

INTERNAL EXCLUSION DURING THE SCHOOL DAY – THE POD:

A pupil may be 'internally' excluded from their class. This means that they will attend school but work in the Pod to complete work. An incident log is completed. Parents are informed and encouraged to meet with a senior leader to discuss the concerning behaviour. The Pod is managed by our learning mentor and is also used as a space for pupils to self-regulate.

INTERNAL EXCLUSION DURING LUNCH TIME – GAMES CLUB:

A pupil may be 'internally' excluded from part or all of lunch time. They will attend games club to support them to develop their relationships with their peers.

Parsloes Primary School: Behaviour: Reviewed July 2022

EXCLUSION:

If a pupil is excluded from the school site, 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;

Literacy / Maths Certificates

Writer of the week

Star of the week

Gold awards

Attendance awards

Respect tokens

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

REWARDS

Pupils follow our stay on Green system.

HOUSES

All pupils are assigned a house once they join our school.
We have four houses as voted for by our pupils.

- 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	Pupils show exceptional behaviour	Pupil moves to golden zone on stay on green chart
Silver	Pupils show exceptional behaviour	Pupil moves to silver zone on stay on green chart
Bronze	Pupils show exceptional behaviour	Pupil moves to bronze zone on stay on green chart
Green Zone (Expected)	Green Behaviour (Expected Standard): All pupils start on green at start of every day Follows the 'Code of Conduct' to stay on green	Well structured '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. This must not encroach on curriculum lesson time.
Reminder	Child is reminded to make the 'right choice' to stay on green. 'Code of Conduct' rule being broken is referred to;	
Blue Zone	Blue behaviour includes; 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	<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	Yellow behaviours include; Persistent blue behaviour Deliberate pushing in the corridor Answering back to an adult Throwing things in class Deliberately hurting another's feelings Being un co-operative Being unkind or rude Play Fighting	<ul style="list-style-type: none"> Name moved to yellow zone Recorded online behaviour incident Sent to 'time out' class with reflection sheet. 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 is kept by class teacher for future reference and to build up a picture for online system as required 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	Red behaviours include; <i>(If the class teacher deems that this is close to an exclusion email SLT by midday on the day of detention SLT duty member will be in detention room from 12.15. Reds will normally be managed by the class teacher)</i> Persistent yellow behaviour Online or in person sexualised behaviour - (proven complete incident log / letter home) Bullying- including online bullying (proven complete incident log / letter home) Racist remarks (proven – complete incident log / letter home) Homophobic remarks (proven – complete incident log / letter home) Vandalism Leaving the classroom without permission Fighting with intention to hurt 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	<ul style="list-style-type: none"> Name moved to red zone Recorded on safeguard online as a behaviour incident by class teacher Break / Lunch time detention/s. All pupils who are being escalated to SLT at lunchtime should be escorted to the Reflection room by their class teacher and complete a red reflection sheet. If red is received at lunchtime Learning Mentor will ensure completed straight away (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 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. If a pupil receives three reds within a term a meeting with the parent must take place. An SLT member can be requested to join the meeting. If a pupil receives six reds within a term a meeting with the parent must take place and relevant SLT must be present. Alternative arrangements for lunch time (eg. Games club) will be put into place and possibly other times of the school day. <p> <u>Persistent red behaviour / escalated behaviour</u> <i>Class teacher may decide in liaison 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 liaison with SLT that the behaviour warrants a further action, such as an internal exclusion. If an internal exclusion takes place SLT complete internal exclusion INCIDENT form and hand to Behaviour Lead.</i> The class teacher should record on safeguard online. </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 1	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 on Safeguard)

2

Class Teacher refers to Phase Leader

3

Phase Leader refers to Assistant Head Teacher / SENCO
(if referral to SENCO pupil will have a behaviour plan – refer to behaviour plan list)

3

Assistant Head Teacher / SENCO refers to Learning Mentor

4

AH / SENCO liaises with Learning mentor / PSW / Inclusion team (Early Help)

5

DH refers to Head Teacher (Internal Exclusion level to pod)

6

Head Teacher (External Exclusion Level)

Other;**SLT responsibilities:**

A member of SLT will be on duty for detentions that they have been made aware of via email on the day and the reason. Pupils must be escorted to the Reflection room by their class teacher.

Reflection room – Miss Lipman

KS1 Lunch time behaviour – Mrs O'Hara

KS2 Lunch time behaviour – Mrs Basri

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.

Lunchtime Play Leader responsibilities:

Referral to Lunchtime Supervisor if any concerns



CODE OF CONDUCT

We will:

- Display our 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 Online 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 online 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

Reflection Sheet - KS2

To be kept in pupil file

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
Reflection Sheet - EYFS / KS1

To be kept in pupil file

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

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
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 online as a behaviour incident

(where exclusion is for at least 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 online as a behaviour incident 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

