



**Park Brow  
Primary School**



Happy - Respect - Pride - Caring - Potential

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## Behaviour Policy

The following policy was reviewed by Governors in October 2017.

Review Date: October 2018.

Staff meeting date: 11/09/17

**(including new legislation 2012)**

### INTRODUCTION

Park Brow promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self esteem, respect for others and self discipline. Park Brow is committed to ensuring through its behaviour policy that pupils safeguarding and welfare are at its heart.

The golden rule for all members of the school community is.....

**'treat others as you would like to be treated yourself'  
'Making a Difference'**

All staff have a statutory authority to discipline pupils for misbehaviour which occurs in school and in some circumstances, outside school.

### Rights, Rules and Responsibilities

We believe in practice that promotes the following three principles;



## RIGHTS

We believe that all children have the right to develop and flourish within our ethos of:

*Feeling valued, safe and secure, respected, happy, reach their potential and are cared for. Our children are prepared with the skills to take on the role of being excellent citizens of the future.*

## RULES

The rules or codes of conduct are essential for maintaining these rights. These are split into three areas:

- ❖ Whole school
- ❖ Classroom
- ❖ Playground

## RESPONSIBILITIES

For rights to be maintained children have to take on responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

The children and teachers have worked together to establish the codes of conduct for the whole school. ( appendix 1 )

## **UNACCEPTABLE BEHAVIOUR**

We believe that the following are examples of what we would deem as unacceptable behaviour at Park Brow School.

- ❖ Lack of respect towards each other.
- ❖ Deliberately hurting another child.
- ❖ Threatening behaviour including bullying.
- ❖ Deliberate disobedience.
- ❖ Discrimination including the use of homophobic or racist language.
- ❖ Deliberate vandalism of school property.
- ❖ Malicious accusations against staff or pupils.

Children are taught what is unacceptable behaviour and are made aware of the consequences of breaking the rules. This is done at the beginning of each year through class and assembly discussions. This is reinforced through the Ethos and School environment. Pupils are reminded about our five special words; Respect, pride, happy, caring, potential through the ethos of everyday school.

Minor incidents (reminders to continue with work, talking etc) will be dealt within the classroom, by reminding the child of the rule or task and providing a warning. This happens in a staged approach (see behaviour flow chart).

If a child receives 3 warnings they are placed in the class behaviour book. A visual 'Good to be Green' chart is used to provide visual clues to the children (green, yellow and red cards are displayed). This also allows senior staff visiting classes to praise or remind pupils of the correct expectations at Park Brow School.

If Pupils are placed in the behaviour book they will receive a playtime detention. This is monitored by the class teachers.

If a child continues to be disruptive in the class room then they should be placed on a table on their own, if this does not change their behaviour then they should be sent to their class partner for time out. Time out can if appropriate result in a lunchtime detention by a senior member of staff and a detention letter sent home.

If a more serious problem occurs (bullying, fighting, swearing, damage of property, racist/homophobic language, lack of respect to adult, stealing, placing themselves or others at risk) an immediate lunchtime detention will be given with the child receiving a red card. Senior leaders monitor the lunchtime detention.

If the above sanctions do not lead to a modification of behaviour and the child receives a red lunchtime detention letter then the Headteacher or another senior member of staff will be informed and the following will be considered:

- ❖ A behaviour card with set targets for improvement.
- ❖ Internal exclusion.
- ❖ A letter/telephone call to a parent.
- ❖ A meeting with parents.
- ❖ Working in partnership with other outside agencies e.g. community police, fire service.
- ❖ The involvement of SENCO in the monitoring process ( IBP)
- ❖ Seeking help from outside agencies such as the Educational Psychologist or a multi agency assessment.
- ❖ In extreme cases the Head may decide a period of exclusion may be necessary. The school follows the Local Authority recommended policy for exclusion.

### **ACCEPTABLE BEHAVIOUR**

At Park Brow school the children are encouraged to:

- ❖ Try hard to do their best
- ❖ Be kind and speak politely to everyone in the School Community.
- ❖ Respect other people, their possessions and school property.
- ❖ Be helpful
- ❖ Ask for help or tell an adult if they are unhappy.
- ❖ Accept responsibility for the things they do.

### **ASSERTIVE MENTORING**

'Attitude' is carefully tracked at least termly and involves both Parents and Pupils in the process (1-1 mentoring program). This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-

excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

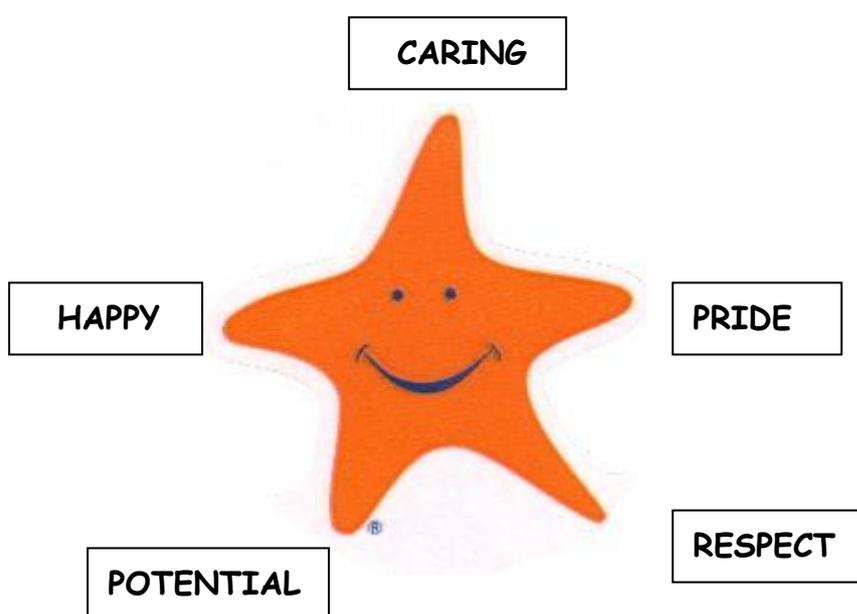
## **REWARDS AND SANCTIONS**

We believe the most effective way of achieving our aims is to praise and encourage positive behaviour.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

Our Staff are always looking for children who display the qualities of our special words.



Examples of such behaviour will be praised in class, both verbally and by receiving tangible rewards such as stickers. Children receive and collect smilies for following school rules leading to bronze, silver and gold awards.



Children also collect smilies on their individual charts and receive either Bronze, Silver or Gold Certificates, badges and letters home.

10 smilies – recommendation by class teacher and placed on reward chart.

100 smilies – Bronze award presented by class teacher.  
200 smilies – Silver award presented in assembly by Headteacher.  
300 smilies – Gold Award. Special end of year newsletter celebration.

Children are able to exchange their smilies at the end of each term at our school smilie shop.

Classes also collect smilies with the winning class being recognised weekly in the Star of the Week Assembly. This is recognised on our hall smilie display.

Also 'good news letters' will be sent home if children have tried particularly hard.

Children may also share their achievement with the Head teacher and certificates will be awarded during Star of the Week Assemblies. A surprise text message is sent home to celebrate good behaviour.

Pupils who are 'Good to be Green' at the end of each term have the opportunity to take part in our Lake District trip or visit the local Bowling Alley.

### **MOVEMENT IN AND AROUND SCHOOL**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).  
Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on. If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

### **Movement Around School - Suggested Procedures for Large Groups**

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.

- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **BULLYING**

Park Brow defines bullying as the persistent desire to hurt others and can be verbal, mental or physical.

At Park Brow we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend.

We are a telling school and we encourage the ethos of:

**‘ IT’S OKAY TO TELL- IT STOPS WITH YOU’**

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important in reducing incidents of bullying. Parents are provided with information on how to support their child.

Park Brow will engage a range of agencies to work with our children on bullying;

Bully Busters.  
 NSPCC  
 Child Line.  
 CLC – Cyber Bullying.  
 Drama groups etc.  
 Barnados.

### **CONCLUSION**

We aim to use positive reinforcement with children at all times. The use of reasonable force may be required to keep pupils safe. (please see our reasonable force policy)

We ask that all Pupils and Parents complete a home school agreement when joining the school. If Parents are concerned about their child's behaviour they should contact either;

Class teacher

SENCO – Miss Swinburn.

Learning Mentor – Miss Burke

Attendance Officer – Miss Casey

Deputy Headteachers – Miss C Swinburn.  
Mr A James.

Headteacher – Ms Roberts.

## APPENDIX 1

### PARK BROW CODE OF CONDUCT



#### RIGHTS

To be supported in reaching my potential in a safe, happy and encouraging environment.

#### RULES

##### Whole school

- ❖ Walk quietly around the school in single file.
- ❖ Be helpful
- ❖ Be friendly
- ❖ Have good manners
- ❖ Try hard to do your best
- ❖ Be kind and speak politely to everyone in the school community.
- ❖ Respect other people, their possessions and school property.
- ❖ Ask for help or tell an adult if you are unhappy.
- ❖ Accept responsibility for the things I do.

##### In the classroom

- ❖ Always put your hand up if you want to speak to the teacher, wait until it's your turn
- ❖ Be ready for the start of the lesson.
- ❖ Work sensibly in groups.
- ❖ Talk quietly.
- ❖ Share equipment sensibly.
- ❖ Always work to the best of your ability.

##### On the playground

- ❖ Treat other children with kindness.
- ❖ Play, sensible, safe games.
- ❖ Line up sensibly and quietly when the whistle blows.
- ❖ Take care of playground equipment.

#### RESPONSIBILITIES

To follow the rules and accept any consequences, as a result of my behaviour:

### What will happen if I break these rules?

- ❖ My teacher may speak to me and I may be placed in the class behaviour book.
- ❖ I may be given an amber or red card.
- ❖ I may be asked to work on my own on another table.
- ❖ I may be given a playtime detention.
- ❖ I may be given a lunchtime detention.
- ❖ Ms Roberts, Miss Swinburn or Mr James will be informed.
- ❖ My parents may have to come into school.
- ❖ I may have to go on a report card
- ❖ I may be sent to another class to work and reflect on my behaviour.
- ❖ I could be excluded from school.

### What will happen if I follow the rules?

- ❖ My teacher will praise me.
- ❖ I will be given Smilies, stickers or sometimes a treat.
- ❖ I may be given special jobs.
- ❖ A letter may be sent home.
- ❖ I may become star of the week.
- ❖ I will gain my Bronze, Silver and Gold Awards.
- ❖ I will feel good inside knowing that I am relied upon and trusted.
- ❖ I will be in 'The Green' in my assertive mentoring file.
- ❖ I will have the chance to visit The Lake District.
- ❖ I will have the chance to go to the Bowling Alley.

**HAPPY**

**PRIDE**

**CARING**

**POTENTIAL**

**RESPECT**

