

BEHAVIOUR AND DISCIPLINE POLICY

At Park Hill we aim to bring out the best in everyone.

1. Aims

1.1

The primary aim of our school is to bring out the best in everyone. Every member of the school community should feel valued and respected and be treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all the members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2

The school has a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3

This policy aims to ensure all children are able to grow and learn in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

1.4

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation.

2. Expectations

2.1

The school expects every member of the school community to behave in a considerate way towards others. In each class, children and adults discuss and commit to the Park Hill Politeness Pledge (see appendix 1) and are rewarded for demonstrating acts of politeness around school. In addition, children and adults are expected to adhere to the Park Hill Corridor Code (see appendix 2).

At Park Hill we expect:

- Respect and consideration for others in our school
- Listening
- Taking turns
- Sharing
- Helpfulness
- Kindness
- Politeness
- Independence
- Trying hard
- Tolerance
- Confidence
- Acceptance

2.2

We expect children to listen carefully to instructions in lessons, around the school and in the playground. If they do not do so or are disruptive in any way, there are a number of sanctions that are followed throughout the school.

Behaviour we will not accept:

- Name calling
- Racial or homophobic abuse
- Fighting
- Kicking
- Hitting
- Spitting
- Pinching
- Pushing
- Swearing
- Breaking things deliberately
- Taking or damaging possessions
- Stopping learning
- Deliberately leaving someone out
- Spreading rumours about someone or their family

For serious incidents, parents will be asked to come into school to talk through the problem with the child, teacher and Deputy or Head Teacher.

2.3

Both children and staff should expect to teach and learn without behaviour from individuals leading to a disruption in learning; in some instances, it will be necessary to send a child out of a lesson. Any child who is sent out to another class, must be accompanied by another child. A reflection sheet should be completed by the child

stating the reasons for being sent out (see appendix 3). A copy of this form should then be given to the Behaviour Leader.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher should stop the activity and prevent the child from taking part for the rest of the session.

2.4

The class teacher discusses the school rules with each class (Be kind, be polite, always do your best). In addition to the whole school rules, each class has its own classroom rules which are discussed and agreed by the children and displayed on the classroom wall. In this way every child in the school knows the standard of behaviour that we expect throughout the school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

2.5

Each class has a *compliments* box where children can freely write about any worries or problems that they have which can then be discussed either with the teacher on a one to one basis, or as a whole class during circle time. In addition, children can write and place compliments in the box which explain how another child or adult has been kind to them.

2.6

All members of staff are aware of the regulations regarding the use of force, as set out in the DFES circular 10/98, relating to section 550A of the Education Act 1996: the use of force to control or restrain pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child. The actions that we take are in line with the government guidelines on the restraint of children. Our school has taken part in specific training (Team Teach), regarding the appropriate use of force to restrain children.

A Risk Reduction Plan will be written when required for specific children who require positive handling by staff (see appendix 4).

2.7

We explain the school rules in the school prospectus and we expect parents to read them and support them.

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 try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. The parents are also invited to meet with the class teacher and the Behaviour Leader if their child needs to be put on the Behaviour Register have a Behaviour Needs Plan (see appendix 5).

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way in which their child has been treated, they should initially contact the class teacher.

3. Behaviour Register and Behaviour Needs Plans

3.1

At Park Hill we use the interventions from the national SEND Code of Practice and BCC Access to Education.

3.2

Any member of staff who has a concern about a child should make a referral to the Behaviour Leader. The child, parent, class teacher, Learning Mentors, SENDCo and Behaviour Leader will work together on a Behaviour Needs Profile (whereby targets are created for the child to work towards to improve their behaviour) and will regularly monitor progress. A simplified form of this will be produced in collaboration with the child (see appendix 6). This Pupil Profile will be accessible to any relevant adults who work with the child. If no progress is made, then additional advice and expertise will be sought from outside organisations such as the City of Birmingham School, the Communication and Autism Team and the Educational Psychologist.

3.3

The Behaviour Leader keeps an up to date record of those children who have a Behaviour Needs Profile and reviews these on a termly basis. Where children are on both the SEND register and Behaviour Register, they will have one joint profile. Children who have a specific SEND diagnosis and have behaviour problems relating to this will be on the SEND register only.

3.4

Like any mainstream school, at Park Hill there are a number of children who are on the autistic spectrum. Challenging behaviour from these children may be an attempt by them to try to control a situation, regulate their emotions or communicate fear, distress or frustration. Staff will work with the child and their family in order to enable the child to develop strategies and learn to behave appropriately in different situations being fully included in school life.

4.0 Bullying

4.1

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people either in person or online. It is usually unprovoked, persistent, and can continue for a long period of time. It always reflects an abuse of power.

4.2

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

4.3

While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Bullying is dealt with by the Senior Leadership Group.

4.4

Warning signs of bullying

There are many possible warning signs of bullying, both for individual pupils and a whole school. They should only be seen as possible indications and prompt the start of further investigations into their causes.

Individual signs:

- Torn clothing and damaged books
- Sudden mood swings that don't usually occur
- Loss of belongings
- Request to be accompanied to and from school
- Bed wetting
- Nail biting
- Nervous ticks
- Flinching
- A negative change in achievement at school
- School refusal
- Wish to change routines
- Temper flare ups
- Physical marks
- Avoidance of certain days

Possible signs of bullying within the whole school:

- Graffiti insulting individuals or groups of pupils.
- Underachievement
- Frequent name calling

5. PARK HILL SCHOOL REWARDS AND SANCTIONS

5.1

The school acknowledges and celebrates all the efforts and achievements of children, both in and out of school. We praise and *reward* children for good behaviour and effort in a variety of different ways:

- Teachers and assistants give verbal praise/congratulations for good behaviour and effort.
- Teachers and assistants give children stickers to collect for good behaviour and effort.
- Children receive gold awards for excellent/exceptional behaviour and effort.
- Children receive congratulations and a reward in assembly for 50 stickers.
- Each day teachers nominate a child in their class to be star of the day and they receive a special 'star of the day' sticker.
- Each week we nominate a child from each class to be 'star of the week' and they receive a gold 'star of the week' sticker and their name is displayed on the classroom wall.
- Phase merit assemblies on a Friday reward children with certificates for good work (orange) and behaviour (green).
- 'Golden Time' on a Friday (free choice activities for 30 mins).
- Cubes are given to the whole class for good work or great effort (classes discuss a suitable reward with their teacher once the cube pot is full).
- Whole school 'house system' – children can earn house points and are rewarded with house tokens for their house for good behaviour and effort.
- Lunchtime Supervisors actively seek to reward good behaviour around the school during lunchtime sessions. Supervisors give a raffle ticket to children who are showing good behaviour which the child then puts in the class raffle ticket box. Children are rewarded with a sticker and a ticket is drawn for each class during the Friday Merit Assembly. The child is congratulated, given a certificate and able to choose a reward.

5.2

The school employs a number of *sanctions* to ensure that our school is a safe and positive learning environment however, each child starts each new day with a 'clean sheet.' We employ each sanction appropriately to each individual situation.

In class, teachers will employ any of the following sanctions if a child displays unacceptable behaviour:

- Give a verbal warning
- Discreetly put child's name on the sad side
- Ask the child to move places
- Move the child to the class time out table
- Send the child to another class for 10-15 mins where a reflection sheet is completed (reflection sheets should be returned to the class teacher and a copy given to the Behaviour Leader).
- Where possible, reparation to the child or adult concerned

The rewards and sanctions are displayed in each classroom as the Park Hill Behaviour Charter (appendix 7).

If a child threatens, hurts or bullies another child, the class teacher will record the details in the class incident book and the child will be punished. If a child repeatedly acts in a way that disrupts learning or upsets others, the teacher will inform the Behaviour Leader, contact the child's parents and arrange an appointment in order to discuss the situation with a view to improving the behaviour of the child.

For serious incidents, the duty teacher will deal with the child before involving the Head Teacher.

6. Curriculum

Behaviour is addressed by teachers and assistants in class through the timetabled delivery of PATHS (Promoting Alternative Thinking Strategies). In addition, Circle Time is used in class where teachers can ask the children to think and talk about issues which arise in a particular class. During Anti-Bullying Week, activities take place in class and in the form of whole school, phase or class assemblies.

Appendix 1 Park Hill Politeness Pledge

Be kind, be polite, always do your best!

The Park Hill Politeness Pledge:

say Please

hold Open doors

listen when someone is talking

Inspire with a smile!

say Thank you

Engage in conversation

... or just say Hello!

Appendix 2 Park Hill Corridor Code

Be kind, be polite, always do your best!

The Park Hill Corridor Code:

We will treat all members of the school community and the building with respect at all times by ensuring that we:

- **HOLD DOORS OPEN** and **GIVE WAY** in corridors for staff, pupils and visitors
- **WALK** and not run around the school building
- Move **QUIETLY** around the building
- Keep **LEFT** on staircases and in corridors and avoid standing round in groups
- Only **EAT** snacks in the **PLAYGROUND**

Have a pass from a teacher to show **PERMISSION TO BE INSIDE**

Appendix 3.1 Reflection Sheet

Park Hill Primary School Reflection Sheet (KS 1)

Name: _____ Class: _____ Date: _____

Why were you sent out?

Draw a picture to explain what happened.

How do you feel?

happy

sad

angry

shocked



**What will you do differently next time?
Draw how you should have behaved.**

Name: _____ Class: _____ Date: _____

**Why were you sent out?
Explain what happened.**

How do you feel?
Explain and/or draw how you feel.

What will you do differently next time?
Explain how you should have behaved.

Park Hill risk assessment /restraint reduction plan

Name of child:

Class:

Date:

Trigger Behaviours:

(common behaviours/ situations which are known to lead to positive handling being required)

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-
-

Topography of Behaviours:

(describe what the behaviour looks like/sounds like)

-
-

-

Preferred Supportive Intervention Strategies:

(describe strategies which should be attempted before positive handling techniques are used)

Tick as appropriate:

Verbal advice and support

Distraction

Reassurance

Time out

Negotiation

Withdrawal

Choices/limits

Cool off time

Humour

Consequences

Planned ignoring

Success reminders

Praise Points/Strengths:

(bridge builders e.g. responding to a particular adult)

-
-
-

Medical Conditions that should be taken into account before physically intervening:

Preferred Handling Strategies:

(preferred holds, numbers of staff, staff 'get outs')

De-briefing process following an incident:

Recording and notifications required:

Use Bound and Numbered Book located in Head Teacher's office and class incident book.
Notify all staff in the year group, SENCo, BeCo and Head Teacher.

Establishment: Park Hill Primary School
Placing Authority: Birmingham CC

Date:

Teacher:

Signature

Teaching Assistant:

Signature:

Head Teacher:

Signature:

Parents/guardians:

Signature

Appendix 5 Behaviour Needs Profile

Park Hill Primary School

Behaviour Needs Profile 2014-2015

Name:	Ethnicity:	Admission Date: Prior Schooling:							
	Home Language:	Year group	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Attendance									
DoB:	Punctuality								
	Pupil Premium:		LAC:						
BeCo:	<i>Additional Information:</i>								
	Parent/Carer name(s):								
	Telephone number:								

Background Information and details of concern

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Strengths and Interests

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Academic Record

Year group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Class							
Reading							
Writing							
Maths							

Involvement of External Agencies

Date	Agency	Name of Specialist Contact Phone No.	Action	Follow up Action

Summer Term
2014 - 2015

1

2

3

Target

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Strategies Support Intervention						
Cost						
Review	What has worked?	What has not worked?	What has worked?	What has not worked?	What has worked?	What has not worked?
Pupil view						
Parent view						
General comment						

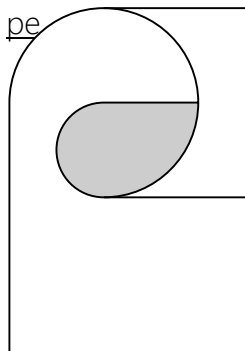
Appendix 6 Pupil Profile (sample)

What people like and admire about me...

Photo

What makes me happy

How I want to be supported...



Park Hill Behaviour Charter

If together we behave sensibly and considerately, we will achieve our school aim: we will bring out the best in everyone!

If you try to do your best everyday, you will be rewarded by:

- *being given compliments*
- *being given stamps and Gold Awards (when you have 50, you will collect a reward)*
- *being chosen as Star of the Day or Star of the Week (for this you will receive a sticker and a house token)*
- *earning a behaviour merit certificate and reward*
- *having 30 minutes of Golden Time each week*
- *helping your class to earn cubes*
- *by helping your house to earn house points and tokens*
- *receiving raffle tickets from the Lunchtime Supervisors*

If you do not behave appropriately you might::

- *be given a verbal warning by an adult*
- *have your name put on the class behaviour clipboard (this will be shown to your parents)*
- *be moved to the time out table*
- *be sent to another class for a short time*
- *miss some of your golden time or playtime*

For serious incidents, you will be sent to Mr Malcolm, Mrs Bakalou or Mrs Khan and your parents will be informed.