



Park and Parkwall Primary Federation Behaviour Policy

**Working together to empower children to become
aspirational, global citizens**

This version dated	Summary of changes	Next review date
June 2022	Alignment of policies	June 2023

Rationale

Within the Park and Parkwall Primary Federation we believe children learn best within clear boundaries, where they feel safe and when they feel valued as members of the community.

Staff are committed and work hard to understand what function and meaning the behaviour is trying to communicate and to support pupils in learning more socially acceptable ways of expressing their feelings.

Aims

- To pursue our vision of high aspiration and achievement through a clear and rigorous approach to supporting behaviour.
- To create an ethos in which children feel safe with a culture of mutual respect and tolerance.
- To develop positive relationships, within clear boundaries in all aspects of provision
- To encourage positive learning behaviours to enable all children to fulfil their potential.
- To encourage parents to support and promote positive behaviour at all times.

Guidelines

- Teachers have high expectations of behaviour at all times.
- Class rules are agreed at the beginning of each year and children are reminded of the school rule and values.
- Children are rewarded individually with Dojos, which accumulate over the term. At the end of each term, certificates are given to the top 2 children in each class.
- Teachers will encourage collaboration and teamwork through class rewards which link to the four school values.
- If children make poor choices with their behaviour, there are clear consequences and a set process to follow.
- Behaviour is monitored through the dojo warning system. Lunchtime reflection times are logged on ARBOR before the child attends the Lunchtime reflection.
- Adults on duty at break and lunch report any inappropriate behaviour to the class teacher who will make the decision about what action should be taken. Tracking sheets to monitor behaviour will be used by SMSAs.

Children makes wrong choice
Verbal Warning so that child re-focusses on their learning (this is not recorded)
First recorded warning
First warning that is recorded using dojo warning 1
Second recorded warning
Second warning recorded using dojo warning 2 Moved to another place within the classroom / a quiet area of playground if outside
Third recorded warning
Third warning recorded using dojo warning 3 Child goes to partner class / sit in designated area if outside
Fourth recorded warning
Fourth recorded warning using dojo warning 4 Child goes to reflection session at lunchtime with member of SLT to discuss their behaviour and fill out a reflection sheet At 12.30 SMSA will collect child / children and take them to eat lunch and then out to play This will be recorded and a folder kept of the reflection sheets Parents will be informed by class teacher

If low-level disruption continues, the class teacher will refer to the behaviour lead.

Some children may require a differentiated approach to support their behaviour. Where this is the case a tailored plan will be put in place and followed by all adults who work with the child. This will refer to a range of individualised proactive strategies which include analysing behaviours, stages of crisis and trigger points and then making changes to the environment, altering routines and providing additional supports to reduce the risk of problems arising. Strategies will also be included in the plan to help de-fuse and de-escalate. This will be in discussion with the Inclusion Lead / SENDCo. Help scripts are developed with staff and used to support children during times of crisis.

Staff are guided by their knowledge and previous experience of the individual concerned. Where there are risks in place around a particular individual and the behaviours demonstrated, a risk assessment will be put in place, giving details of planned and agreed preventative strategies.

Following an incident, where challenging behaviour is evident, restoration time is used post incident to rebuild and repair relationships as well as aid understanding through reflection. Children have the opportunity, in a safe space, to share their perspective allowing staff to help the individual learn from the incident.

Parents will be informed by the class teacher

On rare occasions, an incident may be severe enough to result in a fixed term suspension.

At times it may be necessary to remove a child from a situation in order to ensure their own safety and that of others. All actions are taken with the best interests of the child as the paramount consideration. This procedure is undertaken by members of staff with the appropriate training. All incidents of positive handling are recorded in the Bound and Numbered Book and parents informed.

Equalities Impact Statement

- The contents of this policy have been considered in relation to the Equalities Act 2010.

Associated documents

- Federation Anti- Bullying Policy
- Federation Exclusion Policy