



PARK LANE  
PRIMARY SCHOOL  
AND NURSERY

## Behaviour Policy

Date: September 2019  
Review Due: September 2020

Reviewed Annually

## Rationale

Park Lane Primary School and nursery is hoping to become an accredited values-based school. We strongly believe that a happy, productive and successful school relies on a set of agreed values and high expectations of behaviour. Pupils are encouraged to be independent in making choices and are sensitively guided when problems arise. All achievements are celebrated and all pupils are made to feel valued.

Values are principles that drive behaviour. They influence our actions and attitudes, and become our framework for living. They influence our relationship with ourselves and others.

(Neil Hawkes - Values-based Education Limited)

## Aims

Through promoting an agreed set of values, we aim to develop a positive learning culture and positive behaviour within the classroom, where pupils are enthusiastic and inspired to learn. The school aims to provide a caring, supportive, structured environment where children learn independence and responsibility whilst developing self esteem and self discipline.

## Objectives

- To have an agreed set of values that guide thinking and behaviour.
- To create an ethos where each child knows its value and is supported, and to aim at providing a community where no child lives in fear of any other.
- To have a consistent, approach to behaviour throughout the school, with parental co- operation and involvement.
- To build up each child's self esteem by placing the emphasis on praise and reward.
- To encourage independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure a calm, positive, working atmosphere where the boundaries of acceptable behaviour are clear to all.
- To have a clear formulated 'route' of disciplinary procedures that are consistently applied by all staff and the Headteacher
- To work in conjunction with support agencies with children who display the need for behaviour support in school either from educational difficulties or those resulting from social/emotional circumstances
- To have high expectations of all children as most children respond to what the school expects and demands of them.
- To establish a healthy balance of rewards and sanctions and to use to the full assertive discipline.

## School Staff

All staff must promote, model and actively teach the school values in order to cultivate a

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climate of mutual respect where effective teaching and learning can take place.

Specific, genuine and values-based praise should be used consistently and fairly to: -

- Establish an ethos of warm, friendly, positive acceptance;
- Encourage positive self esteem in all pupils;
- Reinforce positive values and the behaviours that exemplify these;
- Encourage all pupils to emulate values-based behaviours through the use of proximity praise.

There should be a high rate of values-based praise. A rate of 3:1 for positive/praise statements to negative/corrective statements is essential.

If a reprimand is necessary this should be brief, values-based and to the point.

- Reprimands should be delivered as briefly as possible, giving minimum attention to the child;
- Reprimands should be directed at the behaviour and not the child;
- The child should be clear on the value they have not acknowledged;
- A calm and authoritative tone is important; shouting is never effective.

Once a reprimand has been issued, return to the activity to deliver two more praise statements. The expectations and procedures are also followed during lunchtimes.

### School Procedures

- An agreed set of 22 values set the standard for behaviour and are positively promoted throughout school.
- Each new value is introduced in a Values Assembly at the start of the month.
- At the end of each month, one child per class is presented with the Values Award for actively demonstrating the value of the month; the award is presented in the Achievement Assembly. Children will also receive a values postcard delivered to their home address.
- Achievement Assembly is on a Friday; all staff attend.
- Each child will belong to an area: Earth, Fire, Air or Water. Area tokens are given for active confirmation of the school values. During Achievement Assembly, the weekly total of tokens achieved for each area is announced.
- Four girls and four boys from Year 6, who have exemplified the school values, are be given the positions of Area Captains.
- One boy and one girl in Year 6, who have exemplified the school values throughout their time at Park Lane, are honoured with the positions of Head Boy and Head Girl.
- Each teacher maintains a class behaviour log itemising incidents of poor behaviour and the outcomes of any action taken.
- A folder highlighting the achievements of the school and individuals is kept in the foyer for all to view.

- Achievement is also celebrated during Assembly Time and through displays of children's work.

## Rewards

1. Park Lane uses a merit system for each pupil. Merits are awarded by teaching and support staff for attainment and effort in work. Each pupil is given a merit card to collect merit stamps; these should be collected on a regular basis. Each class teacher will organise their own system for merit collection. When a pupil completes a merit card, it is taken to the Head of School who awards the appropriate certificate in Achievement Assembly; parents/ carers are invited. Merit achievers are named in the weekly Newsletter.
2. Pupils collect merits throughout the academic year. Certificates are issued at the following stages: 50 (Bronze), 100 (Silver), 150 (Gold), 200 (Platinum) and 250 (Diamond), 300 (Star Ruby), 350 (Fire Opal).
3. Area tokens can be issued to any pupil at any time for demonstrating the school values. No individual house token totals are recorded. Tokens are dropped into the collection tubes as they are awarded. The head boy and head girl remove and total the tokens each week. The winning area is announced in Achievement Assembly. The area cup is awarded and the area chart is used to record the winning team each week. The House with the highest amount of 'winning weeks' at the end of a term will receive the Head of School's treat.

## Sanctions

Procedure for pupils who choose not to follow the agreed school values.

The following procedure allows the pupil several opportunities to modify behaviour to reflect the school values:

1. Verbal warning with the value contravened made explicitly clear.
2. Name moved on to a reflection cloud – this to be done without disrupting the flow of the teaching.
3. Name moved on to a grey reflection cloud
4. The pupil's name is recorded in the Playtime Book and they miss the next break time. On the second occasion that a pupil's name is recorded in the Playtime Book in a half term, parents will be contacted via a phone call from the class teacher.
5. If a pupil has their name recorded more than 3 times in the playtime book during a half term, then the class teacher should contact parents to discuss concerns and an after school detention will be issued.
6. If, despite positive reminders, the pupil persists they will be sent to a partner class with work for 10 minutes and a note will be sent home. A completed 'Time Out' sheet is sent to the Head of School.
7. The Head of School will contact the parents of any pupil with three 'time outs' during a half term.

At the beginning of each lesson it is important that the pupil's names are removed from the board. This allows the pupil a fresh start.

**Any behaviour which is deemed to be of a serious nature will result in the above procedures being superseded by the pupil being sent directly to the Head of school. In this case a critical incident form must be completed and given to the Head of school. A log of these is kept and analysed for trends.**

## Physical Intervention and Restraint

Physical Intervention where necessary will be in line with the Warwickshire Safeguarding Children Board Policy and Guidance Statement on Physical Intervention and Restraint. This is reflected in our policy for Physical Intervention and Restraint.

## Facing the Issues – Exclusion

Exclusion from school is a severe sanction which is designed to express to both parent and child that unacceptable behaviour has taken place.

## The Route to Exclusion:

Fixed Term (in line with DCSF Guidelines Autumn 2008)

1. For some children the route to exclusion from school may take a period of months whereby a child accumulates a series of ‘misbehaviours’ which are not consistent with the school values or disrupt or prevent the education of the majority of the children in the class. Before exclusion occurs it is assumed that all other sanctions have been tried and failed, leaving no other alternative.
2. The other route to exclusion can be due to an action in school which requires an immediate response, when the child has:
  - Deliberately physically injured another child
  - Verbally or physically abused an adult
  - Deliberately caused damage to the school property
  - Demonstrated behaviour of malicious intent

## Permanent Exclusion

This final action may be as a result of accumulating a series of ‘fixed term exclusions’ or for a single serious offence (which may come from a child with no previous history).

When a child reaches this final stage, it is the expectation of the Head of School that his/her professional judgement is accepted. The Governing Panel will be called and procedures will take place in line with DCSF directives.

## Formal Process

1. Use of rewards and sanctions as outlined above.
2. Use of Home School Book/Teacher Sticker Charts
3. Letter Home – formal parent consultation (Appendix 3)
4. Level 1 behaviour report – class teacher to monitor – parents must be informed and involved. This will run for a three week period.
5. Referral to Head of School/Assistant Head/SENCO/Outside Agencies
6. Level 2 behaviour report – Assistant Head to monitor (3 week period)
7. Level 3 behaviour report – Head of School to monitor (EIS involvement)
8. Fixed term exclusion discussed with Executive Head
9. Chair of governors informed
10. Exclusion – fixed
11. Exclusion – permanent