



**Parkland**  
Primary School

Learning together

# P😊sitive Behavi😊ur P😊licy

January 2017

# Our Positive Behaviour Policy

At Parkland we strive to ensure outstanding behaviour of our pupils in and around school by promoting a culture where every child and adult is respected and valued. Through the successful implementation of this policy all stakeholders will:

- ☺ Be able to teach and learn without any unnecessary interruption.
- ☺ Be Safe.
- ☺ Be treated with respect.
- ☺ Be heard.
- ☺ Be treated fairly.

In addition our three rules known as our ABC are as follows:-

**A - Accept and Respect rules**

**B - Behave and allow everyone to learn**

**C - Be careful and look after each other**

At Parkland we recognise that everyone, staff, pupils, parents, Governors and visitors have:

- ✓ the right to work in a calm and peaceful environment
- ✓ the right to be accepted and treated with fairness
- ✓ the right to be respected because of their worth as individuals

## Behaviour in Class

At the beginning of the school year teachers will discuss and invite contributions to the school rules. The children discuss and agree what the rules actually look like to them in class and around the school.

## Good Behaviour and Manners around School.

All staff can issue ABC Stickers to any pupil. These are given to celebrate positive behaviour and citizenship around the school. This is a team award and the class with the most ABC stickers over the course of a week are awarded a trophy.

- Sitting at our desks correctly
- Walking around school quietly - all corridors and library areas
- Opening doors and being polite
- Making sensible decisions in play and social times

**Behaviour Ladders are in each Classroom** they are used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, they are used to modify behaviours that disrupt the learning of other pupils.



ABC Good Manners

Additional short term individual programmes may also be used at the discretion of teachers when trying to modify individual inappropriate behaviours for example children with special educational needs and disabilities. A limited time with an identified behaviour motivator may be used for this group of children.

**Good behaviour rewards include:**

- Immediate verbal praise
- Smiles and visual encouragement
- Stickers
- Whole class rewards
- Special responsibilities given
- Parents and carers informed of successes
- Weekly celebration of achievement
- Visit to the Head or other members of staff for recognition and praise
- Celebrate achievements on Twitter and the school's website.

**How the behaviour ladder works.**

**GOLD – CHILDREN WHO MOVE UP TO GOLD GET A STICKER AT THE END OF THE DAY. IF THEY GET TWO GOLDS IN A WEEK THEY GET A CERTIFICATE IN ASSEMBLY.**

**SILVER- CHILDREN CAN MOVE UP THE LADDER WHEN POSITIVE BEHAVIOUR IS DEMONSTRATED AND THEY WILL BE GIVEN SILVER STICKERS IN RECOGNITION OF THEIR GOOD BEHAVIOUR.**

 **GREEN - ALL CHILDREN START THE DAY WITH THEIR PHOTOGRAPH HERE.**

**YELLOW – A VERBAL WARNING IS GIVEN AND THE PUPIL'S PHOTOGRAPH IS MOVED TO YELLOW. THIS CAN BE RETURNED TO GREEN AT THE END OF A LESSON IF BEHAVIOUR IMPROVES.**

**ORANGE – IF A CHILD CONTINUES TO MAKE THE WRONG CHOICES THEY MOVE THEIR PHOTOGRAPH TO ORANGE AND LOSE 5 MINS OF TIME FROM PARKLAND PRIDE ACTIVITIES.**

**RED – IF A CHILD CONTINUES TO DISRUPT THE CLASS HE/SHE WILL: -MISS FIFTEEN MINUTES OF DINNER TIME OR ONE MORNING BREAK TIME DEPENDING ON THE TIME OF THE INCIDENT.**

- **ATTEND A REFLECTION CLUB DURING PARKLAND PRIDE TIME FOR 10 MINUTES (PER RED).**
- **A LETTER WILL BE SENT HOME TO PARENTS.**

**No behaviour incidents are to be carried from Friday to Monday. Any incidents to be missed from Parkland Pride time.**

**The behaviour ladder resets every day at lunchtime.**

**Examples of when to use the behaviour ladder here:**

	<b>Behaviour</b>	<b>Rewards/Consequences</b>
<b>Green</b>	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Moving up the behaviour ladder</li> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Stickers</li> <li>• ABC stickers</li> <li>• Certificates</li> <li>• Showing work to SLT or other adults in the school (I'm a star card)</li> </ul>
<b>Yellow</b>	<ul style="list-style-type: none"> <li>• Chatting inappropriately</li> <li>• Calling out</li> <li>• Bringing inappropriate equipment into school</li> <li>• Lack of respect/attention to others and school property</li> <li>• Wandering around unnecessarily during the lesson</li> <li>• Interfering with others and/or work</li> <li>• Telling tales about others</li> <li>• Delaying being on task</li> <li>• Coming into class inappropriately</li> <li>• Reported swearing</li> <li>• Taking things without permission</li> <li>• Throwing/flicking items</li> <li>• Shouting/singing inappropriately</li> <li>• Deliberately annoying others</li> <li>• Not finishing work</li> <li>• Disrespect to adults</li> <li>• Answering back</li> <li>• Leaving the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Children move down to Yellow on behaviour ladder</li> <li>• Confiscating offending items</li> <li>• Reminded of expectations</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<b>Orange</b>	Persistent Yellow Behaviour	<ul style="list-style-type: none"> <li>• Moved to orange on the behaviour ladder</li> <li>• Miss 5 minutes of Parkland Pride</li> <li>• Change of seat</li> <li>• Reminded of expectations</li> <li>• Complete behaviour log</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<b>Red</b>	Persistent orange behaviour and children will be moved straight to red for: <ul style="list-style-type: none"> <li>• Verbal abuse including racism &amp; sexism</li> <li>• Biting</li> <li>• Fighting</li> <li>• Persistent physical behaviours</li> <li>• Hurting another pupil/staff member</li> <li>• Swearing at an adult</li> <li>• Physical abuse to adults</li> <li>• Sexual gestures or behaviour</li> <li>• Using equipment as a weapon</li> <li>• Any extremely dangerous or threatening behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Moved to red on the behaviour ladder</li> <li>• Miss 15 minutes of lunchtime (if AM red) or 15 minutes of break the following day (if PM red)</li> <li>• Miss 10 minutes of Parkland Pride</li> <li>• Red letter home on a Friday</li> <li>• Complete behaviour log</li> <li>• Call for the pastoral team if required</li> </ul> If child is moved straight to red, all the above applies and: <ul style="list-style-type: none"> <li>• Call for pastoral team</li> <li>• Involvement of SLT</li> <li>• Parents contacted</li> <li>• Short fixed term exclusions</li> </ul>

**Any incidents of bullying need to be reported to SLT.**

**When to use the behaviour ladders:**

Behaviour ladders are to be used during learning times: lessons, assemblies and transition times between lessons i.e. moving from the hall to the classroom - and during morning break-time.

Children who are below green in the morning will be given a fresh start after lunch.

If a child has four reds in a week senior leaders will contact parents immediately to inform them that their child is at risk of exclusion. Teachers are required to hand in their behaviour logs weekly that show the number of gold, orange and red incidents with names and the reasons for these incidents occurring - i.e. repeatedly calling out. The reason for these logs is for SLT and Behaviour Manager to identify trends, communicate with parents and to apply potential remedies to the incidents occurring.

If the child continues to disrupt the learning of other pupils and they get eight reds within a two-week period, they will be excluded from school for one day. After any exclusion, a child and his/her parents will be expected to attend a return to school meeting with a senior leader and/or a behaviour mentor. The child will attend a daily break time meeting with a behaviour support mentor to ensure they are on track to make the right choices and avoid any further exclusions.

**Dinnertime behaviours:**

Reflection is used for dinnertime behaviours / sanctions and is not related to classroom activities (a child moved to red in the morning will not be in reflection with the dinner staff; they will spend 15 minutes during their dinnertime with teaching staff - organised by phases if appropriate).

Examples of behaviours and potential solutions table:

Consequences: see table

Escalation: see table

	<b>Behaviour</b>	<b>Rewards/Consequences</b>
	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Stickers</li> <li>• ABC stickers</li> <li>• Pom Poms</li> </ul>
<b>Warning/Reminders</b>	<ul style="list-style-type: none"> <li>• Noisy and inappropriate moving around the school</li> <li>• Playing in the toilets</li> <li>• Interference with people's property in the cloakroom/lockers</li> <li>• Dropping litter</li> <li>• Running around school</li> <li>• Screaming and shouting inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning/reminder</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<b>5 minutes in reflection</b>	<ul style="list-style-type: none"> <li>• Deliberately damaging displays</li> <li>• Inappropriate behaviour in the toilets</li> <li>• Disrespect to adults around school</li> <li>• Deliberately misusing equipment</li> <li>• Deliberately seeking confrontation</li> <li>• Minor aggression</li> <li>• Intentionally hitting other children (unless persistent)</li> </ul>	<ul style="list-style-type: none"> <li>• Miss 5 minutes of lunchtime</li> <li>• Recorded on CPOMS with a reason.</li> <li>• Orange lunchtime slip to be given to the child's teacher to send home to parents.</li> </ul>
<b>Refer to teachers/pastoral team</b>	<ul style="list-style-type: none"> <li>• Biting</li> <li>• Fighting</li> <li>• Persistent physical behaviours</li> <li>• Hurting another pupil/staff member</li> <li>• Swearing at an adult</li> <li>• Graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher called to speak with the child</li> <li>• Recorded on CPOMS with a reason.</li> <li>• Parents informed.</li> <li>• 10 mins or more (refer to supervisor) lunchtime missed</li> <li>• Pink lunchtime slip to be given to the child's teacher to send home to parents.</li> </ul>
<b>Refer to SLT</b>	<ul style="list-style-type: none"> <li>• Verbal abuse including sexism and racism</li> <li>• Persistent bullying</li> <li>• Physical abuse to adults</li> <li>• Sexual gestures or behaviour</li> <li>• Using equipment as a weapon</li> <li>• Any extremely dangerous or threatening behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• SLT called to speak with the child.</li> <li>• Recorded on CPOMS with a reason.</li> <li>• Parents contacted.</li> <li>• Short fixed term exclusions.</li> <li>• The rest of lunchtime missed.</li> <li>• SLT determine follow-up as appropriate.</li> </ul>

If a child is on a behaviour plan then these will take priority over the reflection arrangements. Line manager will ensure that all relevant details are in the possession of the lunchtime supervisors to make these decisions.

*Watch your thoughts they become your words.*

*Watch your words they become your actions.*

*Watch your actions they become your habits.*

*Watch your habits they become your character.*

*Watch your character it becomes your destiny.*

*Loa Tzu*