

# Calverley Parkside Primary School

## Behaviour Policy

June 2024

*This is how we do it here...*

### **Aims of this policy:**

Excellent behaviour must be the foundation of every school. The aim of our behaviour policy is to encourage children to take responsibility for their actions and to make positive choices. The role that adults play in this is crucial. Staff must consider their own behaviour and what this is communicating at all times. Everything we do in school, all of our words and actions, contribute to the tone we set, the rapport we build and ultimately the culture we create.

**“I have come to the frightening conclusion: I am the decisive element in my classroom; it is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.”** Haim Ginott 1974

This behaviour policy aims to promote our three core values, which also serve as our school rules. We promise to be **Ready, Respectful** and **Responsible**. We support children to meet these expectations by offering a calm, consistent, positive and respectful approach to managing behaviour.

**‘Active ingredients’ are key behaviours and content which are essential to get the intended outcomes.**

### **The active ingredients of this policy are:**

- A relentless focus on recognising and praising positive behaviours and attitudes
- Praise in public, reprimand in private
- All adults modelling respectful relationships at all times (both with children and colleagues)
- High expectations
- Collective responsibility for promoting positive behaviours

<b>Our core values: The Parkside Promise</b>		
<b>We promise to be...</b>		
<b>Ready</b>	<b>Respectful</b>	<b>Responsible</b>
<p>We come to school every day and are on time.</p> <p>We wear the correct uniform.</p> <p>We always try our best.</p> <p>We keep going when things get difficult.</p> <p>We prepare for the future by setting high expectations of ourselves.</p> <p>We are ready to learn and are positive about new challenges.</p>	<p>We use kind words and actions.</p> <p>We always listen when others are talking.</p> <p>We look after our environment and equipment.</p> <p>We respect difference and know we are all equal.</p> <p>We respect each other by telling the truth.</p>	<p>We follow instructions first time, every time.</p> <p>We look after ourselves and each other.</p> <p>We move sensibly around school.</p> <p>We know who to go to for help and support.</p> <p>We stay safe online and outside of school.</p>

This behaviour policy will also aid us in achieving our shared vision (created May 2020).

<p><b>Our shared vision:</b></p> <p><b><u>Pupils</u></b></p> <p>Our pupils are confident and caring individuals who are proud of their own uniqueness and successes. They are happy in their learning and set high expectations of themselves in all areas. They demonstrate independence and effective team-working skills and understand the importance of being a positive role model and taking ownership of their own learning journey.</p> <p><b><u>Curriculum</u></b></p> <p>At Calverley Parkside, we have an engaging, ambitious and inclusive curriculum which results in happy learners who achieve their potential in all areas, children being prepared for modern-day life, a lifelong love of learning and a positive mindset.</p> <p><b><u>Environment</u></b></p> <p>All members of the school community are proud to be a part of our welcoming, inspiring and safe environment which effectively supports learning and development in a challenging and nurturing way.</p> <p><b><u>Community</u></b></p> <p>Calverley Parkside is a school at the heart of the community which everybody in the local community is proud of. We celebrate and share our successes and are fully involved in local events, with our children understanding how they can positively contribute to where they live and those who live there.</p>
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## Our Agreed Professional Culture

All staff at Calverley Parkside are expected to follow the school's agreed professional values, which are as follows:

**Everyone a Learner-** Every adult behaves as a learner and takes responsibility for their own professional learning and

development

**Collective Responsibility-** Every adult takes responsibility for the progress of every pupil and for looking after

themselves and each other

**Continuous Improvement-** All staff embrace the philosophy of continual improvement, in themselves, their colleagues and the school as a whole

**High Expectations-** Our high expectations are reflected in everything we do

### Promoting Positive Behaviour at Calverley Parkside

#### What our adults in school will do:

- ✓ Invest in **relationships**, showing kindness, dignity and respect in all interactions. (See appendix 1)
- ✓ Display positivity to build resilience and confidence within our children.
- ✓ Use innovation and creativity to make our school a place where learning is fun and children feel safe. *'Lessons need to be worthy of pupil engagement.'* Rob Carpenter 2018
- ✓ Understand that all behaviour is a form of communication, actively teach expected behaviours and have high expectations.
- ✓ Respect and understand each child's individual needs.
- ✓ Share successes and work closely alongside parents to overcome challenges.
- ✓ Spend quality time with children holding restorative and reflective conversations about behaviour.
- ✓ Use positive recognition to persistently and relentlessly celebrate positive behaviour at every opportunity- *praise in public and reprimand in private.*

#### What our children in school will do:

- ✓ Be **ready** to learn
- ✓ Be **respectful** of others
- ✓ Be **responsible** at all times

#### What our parents/ carers will do:

- ✓ Use the language '**ready, respectful, responsible**' consistently at home to promote positive behaviours.

- ✓ Work closely with school staff to keep us informed about their children.
- ✓ Support children with home learning, such as reading together regularly.
- ✓ Treat all members of the school community with kindness, dignity and respect.

### **Serious incidents:**

In the event of a serious incident, a member of the senior leadership team will be involved as soon as possible to assess the situation and an appropriate consequence will be decided upon. Consequences may include:

- Meeting with parents to discuss the situation
- Refection time
- Having time-out in a different learning space
- Fixed-term exclusion (all DfE guidance will be followed)

Serious incidents could include, although not exclusively, fighting, other aggressive behaviour or incidents of a racial nature.

### **Child on Child Abuse**

All staff are aware that children can abuse other children. This may happen both inside and outside of school premises, as well as online. Staff should engage with training and development opportunities that aim to help school staff identify indicators of peer on peer abuse and how to respond and report it appropriately. All staff must understand the importance of challenging inappropriate behaviour amongst peers. Downplaying certain behaviour, for example – dismissing certain behaviours as “banter” or “having a laugh” can lead to a culture of unacceptable, unchallenged behaviours which is an unsafe environment for children. Peer on peer abuse is mostly likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based, and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);

- Upskirting, which typically involves taking a picture under a person's clothing without their permissions, with the intention of viewing their genital or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Any incident which may fall into this category will be dealt with in line with the procedures outlined in this behaviour policy.

### **Discrimination and prejudice:**

Our school is dedicated to fostering an environment where diversity is valued and discrimination/prejudice is actively challenged. We are committed to providing equal opportunities for all students and staff, regardless of race, ethnicity, religion, gender, disability, sexual orientation, or socioeconomic background. Discriminatory behaviour or language, whether intentional or unintentional, will not be tolerated. Through our curriculum, school culture, and staff training, we strive to educate students about the importance of respect, empathy, and inclusivity. Any incidents of discrimination will be taken seriously, thoroughly investigated, and addressed in line with our school's values and this policy. Our goal is to create a safe, supportive environment where everyone feels respected, valued, and empowered to achieve their full potential.

### **Radicalisation (Prevent):**

The school is committed to safeguarding students and promoting their welfare, which includes addressing risks of radicalisation and extremism as part of our Prevent duty. Our policy aims to identify, prevent, and respond to any signs of radicalisation by promoting British values, fostering an inclusive environment, and building students' resilience to extremist influences. Staff are trained to recognize early indicators and understand the procedures for raising concerns. The school will work in collaboration with parents, community partners, and local authorities to ensure a proactive approach, safeguarding students from all forms of extremism while respecting their individual rights and promoting positive, inclusive values.

### **Special Educational Needs:**

Sometimes behavioural difficulties are an indicator that a child may have an additional special educational need. When concerns are significant, our Special Educational Needs Co-ordinator (SENCo), following discussions with parents, will evaluate the case and may decide to seek support from outside agencies. These individual pupils may need specific behaviour strategies and plans to address their needs. These will be shared with all staff involved and with the child and their parents in order to ensure consistency of approach. These individual plans may differ from the standard policy.

### **School trips and residential visits:**

Whilst we fully understand the value that school trips and residential visits have for all children, we also have a duty of care for these children and therefore we will carry out an individual risk assessment in cases where we are concerned that the behaviour of a child may compromise their own safety or the safety of others. This will be done as early in the planning process as possible and the outcomes of the risk assessment will be shared with parents or carers in order to plan the best outcome for all.

### **Seclusion:**

Seclusion can be defined as the act of removing a person's freedom of movement by keeping them in a space against their will. Whilst it is lawful for schools to use seclusion, it should only ever be used as a last resort when a child's behaviour has become so dangerous that they may seriously harm a staff member or another child, and when other strategies such as distraction or change of face have proved unsuccessful.

If seclusion is used, this guidance needs to be followed:

- Seclusion should be used for the shortest possible period of time
- All incidents of seclusion must be recorded in the seclusion log
- A review must take place afterwards to consider the events which led to seclusion being required
- There should be at least two staff members present. One member of staff can be holding the door and be reassuring the pupil that once they are showing a calm body then the door can be opened. Another member of staff should be able to see the pupil at all times to ensure their safety.
- If at any point there is a concern for the child's safety (for example, the child starts banging their head against the wall), the seclusion must end and physical restraint be used instead (if needed) If physical restraint is used, the relevant recording form must be completed.
- Once the seclusion has ended, steps should be taken to ensure that the pupil is calm
- If seclusion has been used, a member of the school's senior leadership team must be informed as soon as possible. Parents must also be notified.

## Guidance

## **Agreed visible consistencies**

### **Greeting:**

One staff member from each class will stand at the classroom door and greet each learner as they enter. They will smile, say hello and greet them by name to show that they are pleased to have them in the class and that they care about them. Staff from the senior leadership team will do the same thing in the playground each morning.

### **Positive Recognition:**

All classrooms will have some mechanism for positive recognition. This may be a recognition board or an alternative system, such as Class Dojo. Though the method may differ from the class to class, the following principles must be adhered to:

- The system should be used in every lesson.
- In most cases, children should know who had been recognised as displaying positive behaviours and why they have been recognised.
- Recognition should be given for desired attitudes and learning behaviours as opposed to ability or 'natural talent'.
- Emphasise collective responsibility. Children can nominate others for recognition.
- The system should be used to persistently and relentlessly catch learners demonstrating the desired behaviours.
- Once recognition has been given, however it has been done, it should not be removed.

### **'Deliberate Botheredness'**

This refers to the 'small stuff', the daily acts of care, the perceptual generosity of spirit and interest that adults show in the children's lives. This is 'deliberate botheredness'. Our adults will spend time to build quality relationships with pupils and show that they care. We recognise that it is not what we give, but how we give it that makes the difference.

***'I can give you a special job and make you feel like a king. I can give you £50 and make you feel like you don't matter.'*** Paul Dix 2017.

Botheredness needs to be a deliberate daily act that is built into the teaching routine. It is relationship building done properly. It is gentle, kind and caring, it is simple acts of remembering. Being relentlessly bothered is the key to building and maintaining positive rapport with our children. We will triangulate our botheredness with other colleagues by letting them know when students go over and above and encouraging them to mention it to the pupil next time they see them. Pupils will be discussed positively in the staffroom.

We will focus on making children feel important, valued and like they belong.

### **Rewarding good behaviour**

If we constantly reward minimum standards, then children will strive for minimum standards. If we reward children going **over and above**, then there is no limit to their excellent behaviour.

Children will be rewarded through:

- ✓ Verbal praise
- ✓ Positive recognition
- ✓ Phone call home
- ✓ Positive note/ text message home
- ✓ Weekly certificates
- ✓ Leaves on the class tree

Positive notes- These are high-level recognition and should be used wisely and appropriately to recognise sustained and consistent positive choices. These could also be given by visitors as well as class teachers. Visitors to school will be encouraged to identify children who they have witnessed making positive choices.

### **Managing below expected behaviour**

*What works is the **immediacy of the response** not the **weight of the sanction**- 'certainty not severity'.*

### **De-escalation strategies for managing low-level behaviours**

- **Proximity praise:** We praise a child who is doing the 'right thing' when they are sitting next to a child who is not following instructions.
- Use of 'thank you' instead of 'please'. For example, 'thank you for walking nicely up the stairs'.
- **Planned ignoring of negative behaviour:** We recognise that *any attention, whether positive or negative, is often a motivator for children*. Therefore, *wherever possible* we give minimal attention to negative behaviour and focus on positive behaviours. This does not mean that these will not be acted upon. This may be done as a quiet word or by asking the child to stay behind at the end of the lesson. *The important thing is that the child knows that the behaviour has been spotted and it has been addressed, but not in a public forum.*
- **Modelling:** We demonstrate the desired behaviour.
- **Cueing:** We try to cue behaviour by giving a general reminder of the desired behaviour without mentioning names. For example, "I am giving a general reminder that we need to put our hand up to give our ideas."
- **Shaping:** If a child is partially doing the right thing we can praise them for what they are doing and ask them to do something else, eg. "Well done, you are sitting nicely. Now could you look at the person who is talking to show that you are listening?"
- **Humour:** This depends on the relationship with the child and the specific situation.

- **Distraction:** Sometimes it is possible to distract a child out of a negative pattern by changing the subject, the focus or the task.

If the appropriate de-escalation strategies have been used and are unsuccessful, then it may be necessary to use additional consequences. Each class (if appropriate for the age of the children) will have a weekly record chart. Any reminders and warnings should be recorded on this so that we have a record of children who are displaying behaviours which fall short of our expectations. Each week, a member of the SLT will check the charts so that they have an overview of the behaviour of individuals in each class but the initial responsibility for managing behaviour in the classroom falls with the class teacher.

Stepped consequences	Behaviour	Actions
<b>Reminder</b> of the desired behaviour	Low-level	Remind about the desired behaviours and our three expectations- Ready, Respectful, Responsible. Give clear reasons as to why we have these expectations. This should be done in private where possible (although we recognise that this cannot always be the case) and <b>can</b> be recorded on the class record chart as 'R'. Use the language of choice. For example, if you choose to continue to talk then you are choosing to be given a warning.
<b>Clear warning</b>	Low-level	A clear warning delivered privately (where possible) and making the pupil aware of their behaviour and the consequence of continuing with the behaviour. This should be recorded on the class record chart as W1. The child should stay behind at the end of the lesson for a few minutes to briefly discuss the reason for the warning. This is the consequence at this stage.
<b>Additional warning</b>	Low-level	Speak to the child privately and instruct them that they have been given an additional warning. Offer a positive choice, for example, if you choose to follow instructions then you are choosing to be able to focus on your learning and to go out at playtime. Ask the child to stay behind for 5 minutes at the end of the lesson to discuss the behaviour, or stay with the member of staff for 5 minutes in the playground if they are on duty. This should be recorded on the record sheet as W2. Brief restorative conversation.

If a child receives three warnings in a lesson, they will need to stay in at playtime that day. When the children miss their playtime, it needs to be explained to them why they are missing it. By continuing with the behaviours they were displaying, they have made the choice to stay in at playtime to discuss their choices. This is the *consequence* of their actions.

There may be occasions when a child has been persistently displaying low-level behaviours (for example, there have been a number of occasions during a single week when they have received warnings in a lesson). In these situations, parents need to be contacted as soon as possible to enable us to work together in moving forward. In the first instance, it is the class teacher's responsibility to contact parents. A record of the conversation should be added to CPOMS. If the

behaviours persist once this initial meeting has taken place, a further meeting will be arranged which will include the class teacher and a member of the SLT.		
<b>Reflection time away from class.</b>	Aggression, acts of violence, refusal, swearing to offend, bullying behaviours, damaging school property.	Reflection time away from class. Full restorative conversation. Record on CPOMs- be factual. Parents informed. Any work missed to be sent home to be completed.

When dealing with an incident of unacceptable behaviour, **it is essential that we remain calm, emotionless and respectful**. Sometimes, it may be necessary to ‘buy time’ to think through a response in certain situations. The following could be useful to help with this:

I am going to come and speak to you later about what will happen next.

I am going to walk away and give you a chance to calm down.

I don't have enough information to make a decision right now.

### **Restorative conversation**

The purpose of the restorative conversation is to encourage the children to reflect on the behaviour, the impact it has had on them and other people and how things could be handled differently in the future.

#### Questions to ask:

What happened?

What were you thinking at the time?

How did this make people feel? How did it affect them?

What should we do to put things right?

How can we do things differently in the future?

#### Tips for holding a restorative conversation:

- Don't sit behind a desk or on it.
- However irritated you were/ are with the behaviour that provoked the meeting, try to focus on the outcome you want.
- Reserve enough time for the meeting.
- Resist the urge to take copious notes. It is not conducive to thinking and speaking freely.
- Have a glass of water ready for the pupil.
- Leave the classroom/ office door open during the meeting.
- Be careful not to use judgemental language.
- Resist any interruptions to the meeting.
- Don't nit-pick over secondary issues such as uniform.

- Think about where the meeting is held. It could be more effective to 'walk and talk'.
- Think carefully about the message that your body language, your tone and your attitude sends.
- End the meeting well. Plan how you are going to bring things to a close.

Where possible, the person who has dealt with the initial behaviour needs to carry out the restorative conversation. *My classroom, my responsibility, my consistency.*

### **Behaviour on the playground**

There are a clearly defined set of playground expectations. These are shared with all break and lunchtime supervisors to ensure clarity of understanding and the required level of consistency.

## Appendix 1: Behaviour for learning checklist for consistency

Focus question	Action Points
<p><b>Does class have clear routines that are set in stone?</b></p> <ul style="list-style-type: none"> <li>● Meeting and greeting at the beginning of day/ saying goodbye at the end of the day? (Staff and children)</li> <li>● Lining up (spacing and order)</li> <li>● Entering and leaving the classroom/ holding doors open</li> <li>● Movement around school (e.g. noise level expectations/ greeting visitors etc)</li> <li>● Calling to carpet/ stopping to listen/ working in collaboration/ turn-taking</li> <li>● Giving out resources/ storage of resources</li> </ul>	
<p><b>Does learning environment communicate high expectations?</b></p> <ul style="list-style-type: none"> <li>● Rules and values clearly displayed and adhered to</li> <li>● All areas of classroom clearly defined and labelled</li> <li>● Table resources stored neatly</li> <li>● Pupil books organised, accessible and stored in specific areas</li> <li>● Teacher resources organised and stored neatly</li> <li>● Adult modelling of expectations of the highest standard</li> </ul>	
<p><b>Do adults always model quality relationships?</b></p> <ul style="list-style-type: none"> <li>● Always using positive body language and tone when communicating</li> <li>● Always using praise and noticing good behaviour</li> <li>● Catching children being good and commenting on this</li> <li>● Sharing successes of children with other staff/children/ families</li> <li>● Expressing empathy/ emotions linked to values during significant learning experiences</li> <li>● Regularly referencing values during learning time</li> <li>● Modelling how to learn as well as teaching curriculum (e.g. turn-taking, sharing resources etc)</li> <li>● Using other adults to model relationships during learning tasks</li> </ul>	
<p><b>Do we know our children's personalities and interests?</b></p> <ul style="list-style-type: none"> <li>● Names of children, likes and dislikes, know something special about them (e.g. birthdays, occasions, family)</li> <li>● Asks genuine questions to understand children as individuals (seeks to understand)</li> <li>● Always follows up on children's requests/ questions/ comments with sincerity</li> <li>● Praises significant achievements in a range of areas, not just English and Maths</li> </ul>	

<ul style="list-style-type: none"> <li>● Spends time with children outside of classroom (e.g. lunch hall/ playground)</li> </ul>	
<p><b>Are we investing in relationships?</b></p> <ul style="list-style-type: none"> <li>● Regular communication with families in a range of contexts including celebrating success in class</li> <li>● Visible around school before and after school for parents to contact</li> <li>● Uses circle time, snack times, informal times to model relationships and reference values</li> <li>● Plans success criteria that include social skills as well as curriculum content where appropriate</li> <li>● Notices unusual or out-of-character behaviour and always follows up with family or staff</li> </ul>	
<p><b>Do we build growth mindset?</b></p> <ul style="list-style-type: none"> <li>● Uses language of effort, determination and resilience and encourages children to peer-assess learning and model this with class</li> <li>● Uses mixed-ability groupings where appropriate and assigns roles to children in leading learning</li> <li>● Links rewards to effort</li> <li>● Gives written feedback that is specific, helpful and focused on next steps</li> <li>● Children are encouraged to value mistakes as new learning</li> <li>● Lessons always build in learning time for children to evaluate learning</li> </ul>	