



**Parkhead  
Community  
Primary School**

# **Positive Behaviour and Attitudes in School**

Date of Policy:	March 2025
Date approved by Governors:	
Next annual review date:	March 2026

## INTRODUCTION

This policy is a statement of the aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform pupils, staff, parents, governors, LA officers and inspectors. The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves. This policy should be read alongside those concerning Anti-bullying, Equality of Opportunity, Race Equality, Special Educational Needs, Child Protection and Attendance.

## Rationale

We believe that every child in our school matters and that they have a basic entitlement to be safe and happy at school. We also believe that every child has the right to learn and achieve their full potential in a well-run, orderly school, with good behaviour in every classroom and where pupils have secure knowledge of how to keep themselves safe and healthy outside of school.

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships – both the professional relationships between teachers and the ways in which pupils and teachers treat each other – is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Orderly atmosphere is collective. Communication is very important and all pupils and staff need to know exactly what is expected of them.

Our school motto is **Be Kind. Be Ambitious. Be the Best You Can Be!** This is reflected in the principles behind our policy.

Our core school values are:

**Resilience, Kindness, Excellence, Respect, Responsibility, Ambition and Cooperation**

Achieving good behaviour and attitudes for all pupils is the shared responsibility of all adults working within the school and relies on seven key principles...

1. A consistent and positive approach by all school staff using the whole school Good To Be Green colour system.
2. Good classroom management, learning and teaching taking in to account the varying needs of individuals.
3. Regular teaching of PSHCE (through JIGSAW) and a shared belief that we (pupils and staff) can 'Grow our Intelligence'.
4. Effective organisation of the school day and its facilities to take account of behaviour issues.
5. Pupils discussing and debating issues in a considered way, showing respect for others' ideas and points of view.
6. Pupils value their education and rarely miss a day at school. Those that do are supported to improve their attendance.
7. Embedded on going promotion and teaching of healthy practices and e-

safety.

Achieving good behaviour throughout the school is based on three core rules which apply to everybody – staff, visitors and pupils:

- **Be ready**
- **Be respectful**
- **Be safe**

## **Aims**

We aim to:

- Foster harmony, co-operation, tolerance, courtesy and consideration for others.
- Encourage development of responsible thought and respect for others as well as property.
- Promote the self-esteem and healthy attitudes of all pupils.
- Develop a transparent system to encourage exemplary attitudes and conduct.
- Consistently apply school rules and advice for positive behaviour.
- Accept that all pupils should be treated fairly, although not necessarily the same.
- Maintain a context conducive to active learning.
- Encourage each child to realise his/her own potential and be the best they can be.
- Support children in understanding their rights and responsibilities as well as being able to fulfil them.
- Maintain the safety of pupils and staff.
- Ensure that children understand the reasons for, and can identify, the appropriate behaviour in different contexts, playground, assembly, moving around school inside as well as outside, educational visits.
- Ensure that we have good communication with parents and work in unison to support children where appropriate.

## **To Implement the Policy Effectively**

Pupils need to:

- feel safe and secure,
- be valued and appreciated,
- be involved and feel ownership of the school,
- have stability through consistent clearly defined expectations,
- know what their boundaries are and the consequences of not staying within these boundaries,
- be offered an appropriate, well balanced curriculum which meets individual needs,
- be presented with good role models,
- develop an understanding of right and wrong.

Staff need to:

- be able to teach without disruption,
- be good role models,
- be supported by the clear and consistent implementation of the policy,

- work in partnership with parents,
- be supported by school staff, governors and other agencies,
- be valued, consulted, listened to and informed.

Parents / Carers need to:

- know that their child is safe and is going to be treated fairly and consistently,
- know that their child is receiving high quality teaching,
- be welcomed into school as partners in their child's education,
- be well informed and involved with their child's life at school,
- know that they will be expected to share the responsibility for the behaviour of their child both inside and outside of school,
- ensure their child attends and is on time for school.

### **School Rules:**

- 1. We always try our best.**
- 2. We always show we are listening.**
- 3. We are always kind to others.**
- 4. We always show good manners.**
- 5. We always value and respect everyone in our school.**
- 6. We always keep our hands, feet and objects to ourselves.**
- 7. We always look after our classroom and school equipment.**

### **Rewards And Sanctions:**

As a school we make every effort to promote positive behaviour and to diminish behaviour that is unacceptable. We use a consistent whole school approach to reinforce high standards of behaviour. Good behaviour is rewarded, celebrated and reinforced. The following are in place across the school in order to support this:

- Verbal praise,
- Awarding Class Dojo's, including weekly dojo rewards,
- Children being recognised at Star of the Week assembly for their class,
- Children visiting the Headteacher or SLT to share their achievements with them,
- Friday Fun Club,
- Weekly Lunchtime Award.

**At times rewards might vary in order to maximise effect and motivation for the good behaviour of individuals.**

In each classroom we use a 'Good to be Green' system. This is a system for promoting good behaviour and monitoring negative behaviour. All children start each session with a green card.

Initially, low key verbal reminders, including a stop and think card, distraction of child, change of activity strategies should be used to modify unacceptable behaviour.

A yellow card is issued if the above strategies are not sufficient. This card can be

returned to green if the child then changes their behaviour appropriately. If, however, their behaviour does not improve, they are given a red card. This will result in a loss of break time or 15 minutes of lunchtime if needed; they may be asked to write a reflection or be reminded about our school rules (yellow card may also result in the loss of 5 minutes of a break or playtime). This is logged within CPOMS with details of the incident and the action taken.

If a child receives a red card, they will be spoken to by a member of the SLT at either the next available break or end of the day.

If a child receives three red cards within a half term, the head teacher should be notified and parents would be invited into school for a meeting (discretion is used where appropriate). Behaviour will then be monitored for half a term using a behaviour tracker before being reviewed again. Phase leads will monitor this category on CPOMS and class teacher to raise awareness with SLT if concerned.

Some serious incidents (as classified in the section entitled 'Behaviour which is never acceptable') will lead to the incident being reported to the Head teacher or a senior member of staff immediately.

If a class teacher has concerns about a particular child, they should seek advice from the SENDCO or a member of the SLT. The incidents will be logged on CPOMS to support discussions with parents, Head Teacher and SENDCO.

Teacher's responses need to be appropriate to the level of seriousness of the behaviour. The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule. Impositions of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect in line with the school charter.

It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child. This enhances rather than reduces the likelihood that the pupil will want to cooperate with the teacher in future. There may be a small number of pupils who give cause for concern and who may need more specifically focused, individually based, programmes of behaviour and learning management. For these children it is also likely that external agencies will become involved as part of this provision. Where this is necessary, parent / carers will be consulted throughout the process. The teacher should record information which will be useful if external agencies become involved. In addition, any behaviour which leads to further action should be logged through school's CPOMS system.

A formal behaviour monitoring system is available for those pupils who find it difficult to conform to our school rules. This is implemented in partnership between the class teacher, pupil, parent and Head Teacher, with regular input from the Head Teacher as required. Those pupils who require long-term support are reviewed half-termly with teacher, parent/carer and Head Teacher. Behaviour plans may be drawn up for a child.

**The principles upon which sanctions are based are that they should be:**

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act, not the child
- expected and understood by the child
- delivered in a calm way – we do not shout at children or use an intimidating stance

### **Behaviour which is never acceptable**

- Bullying (this can be violence or verbal abuse)
- Aggression or violence of any kind (e.g. hitting, kicking, nipping, biting, pushing spitting)
- Racial or verbal abuse (e.g. swearing, name calling, 'winding up', teasing, being cheeky, threatening)
- Leaving the premises or the classroom without permission (e.g. running away, refusing to come into school, hiding in the school building)
- Deliberately destroying or damaging equipment or the school building
- Stealing (from the school or others)
- Telling lies and blaming others
- Stopping other children learning and persistent disruptions
- Refusing to learn or ignoring instructions

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Confiscation**

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents/carers after discussion with senior leaders and parents/carers, if appropriate. Searching and screening pupils is conducted in line with the DFE's latest guidance on searching, screening and confiscation.

### **Lunchtime and Playtime**

- Lunchtime and playtime supervisory staff should deal with any minor incident in a fair way.
- As with in-class policy, children should be given a verbal warning. If behaviours persist, they will be removed from the area they are playing in. Further negative behaviour will result in children having reflection time on the yard.
- Persistent negative behaviour is brought to the attention of teaching staff who will apply the sanctions appropriately.
- In the case of extreme behaviour incidents, a senior member of staff will deal with the incident and an appropriate sanction applied.

- For children who are regularly having to have reflection time or have been involved in a serious incident there may be a longer-term restriction of playtimes where they are given the opportunity to put their reflection into practise (Reflection Practice?). Where this is used, parents will be informed.

## **Emergencies**

If a difficult or dangerous situation arises, send immediately for the headteacher or deputy headteacher, or in their absence, a member of the SLT. If possible, a teaching colleague may also give assistance.

## **Suspensions / Exclusions**

- Suspensions are available as a sanction but at Parkhead we would only use them where all other strategies are inappropriate.
- Suspension guidance is based upon current LA and DfE guidance and current legislation which sets out the responsibility of the Headteacher, governing body and LA.
- Suspensions will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done or an internal suspension)
- Only the Headteacher has the authority to suspend and will notify parents / carers within one school day by telephone and letter.
- Detailed records of incidents are kept and suspensions reviewed by governing bodies.
- Suspensions will only be used for serious breaches of school policy.
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.
- Permanent exclusion is an extremely serious step, only used as a last resort for serious or persistent misdemeanours.
- Permanent exclusion can arise from an accumulation of suspensions or as a result of a very serious one-off offence

## **Inclusion and Equal Opportunities**

We are committed to providing an inclusive school where all children have the opportunity to maximise their potential. Staff should respond appropriately to children's diverse needs and be aware of the needs of children with differing; genders, special educational needs, disabilities and cultural and ethnic backgrounds. Teachers are aware of the need to overcome potential barriers to learning and of the importance of behaviour management as an aspect of this. We are committed to the principle of equality of opportunity and this will be reflected in the conduct of staff, pupils and how behaviour is managed within the school.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupils. The school's SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

### **External Support**

Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works cooperatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the schools SENDCO discuss the needs of the child with the LA's behaviour support service or Educational Psychology team. The class teacher reports to parents and carers on the personal and social development of each child in their class.

### **The Role of the Head Teacher and Senior Leadership Team**

All members of the Senior Leadership Team must be a visible presence around the school. They should recognise and regularly celebrate staff and children whose efforts go above and beyond expectations. They should model and encourage use of positive praise and the school rewards system. They should ensure staff training needs are identified and met, use behaviour records to target and assess interventions, support teachers in managing children with more complex or challenging behaviours and respond to CPOMs alerts in a timely manner.

### **The Role of Governors**

Governors determine, support monitor and review school policies. They are actively involved in the annual review of the policy and guidelines. If required, governors attend a termly discipline committee meeting to review suspensions within the school and to determine guidelines for school procedures. Governors are committed to being proactive and supportive of discipline within the school. Governors ensure that parents / carers have access to a copy of the school's behaviour policy and that school rules are made explicit.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

### **Monitoring Arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher