

## **PARK SCHOOL – BEHAVIOUR POLICY, INCLUDING SANCTIONS – ISI 9A**

### **1. AIMS AND BACKGROUND**

- 1.1 It is a primary aim of our school that every member of the school community feels respected, valued and trusted. We are a caring community, whose values are built on mutual trust and respect between all its members. A separate document called “The Park School Rules”, provides a summary of the type of community that we wish our School to be, and sets out our expectations of pupils and of parents in support of these aims. This is available on the school website and from the School Office.
- 1.2 The school has a number of rules, but the primary aim of this Behaviour Policy (including sanctions) is not to enforce rules. It is designed to support the way in which all members of the school live and work together. It is a means of promoting good relationships, so that people can work together in an effective and considerate way with the common purpose of helping everyone to learn. It is also a means of ensuring that each person is treated in a positive, fair and consistent manner. Good classroom management by staff plays a big part in pre-empting, avoiding and dealing with bad behaviour. Good classroom management is an integral part of good teaching and staff are supported and provided with appropriate professional development in this important area.
- 1.3 We do not tolerate bullying. Please refer to the Bullying policy.
- 1.4 This policy applies to Reception to Year 6. The Nursery has its own Behaviour Policy (including sanctions).
- 1.5 In drawing up this policy, reference has been made to the non-statutory advice published by the Department of Education called ‘Behaviour and Discipline in schools’ (2014) updated September 2020 to include checklist for school leaders for full opening: behaviour and attendance.

### **2. FOSTERING HIGH STANDARDS OF EFFORT, WORK AND BEHAVIOUR**

- 2.1 It is the responsibility of the whole staff to:
  - ensure that all children are aware of the high expectations that the school has of them in terms of effort, work and behaviour
  - inspire and support the children towards meeting those expectations
  - celebrate and praise children who meet those expectations
- 2.2 Issues relating to pupil effort, work and behaviour are brought to the attention of the whole staff at staff meetings on Mondays and via the Wellbeing Manager which alerts all staff. Any concerns or issues are communicated to the lunchtime supervisors via email or in person. As staff, we take responsibility for all children in our care, ensuring they are following the Behaviour Policy (including sanctions) and the Park School Rules put in place for their well-being while at school.
- 2.3 The class teacher will discuss the school rules with their class, so that every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during ‘circle time’ as part of PSHEE ‘Time to Thrive’ lessons. Aspects of the School rules and the high expectations of effort, work and behaviour may also be brought to the attention of the children during assemblies or during other educational activities such as projects, drama, stories, literature, historical events, current affairs and topic work.
- 2.4 Each class also has its own classroom code, which is agreed by the children and displayed in the classroom.
- 2.5 We stress to all pupils that it is the right thing to tell a member of staff when they have witnessed behaviour that does not meet our expectations.
- 2.6 Pre-emption and diffusing situations are vital skills of effective behaviour management.

### **3. REWARDS**

3.1 We believe that positive reinforcement is the most effective way to achieve our aims. We praise and reward children for good behaviour, good effort and good achievement in a variety of ways, including the following:-

- Teachers congratulate the children;
- Pupils receive stickers;
- Teachers write positive comments on the children's work,
- Class teachers use a variety of rewards including, marble jar and golden time in their classes;
- Pupils receive certificates for sport and other achievements;
- Pupils are given recognition in assemblies for achievements in their lives both in and out of school;
- Teachers give children merits for good effort, good work, acts of kindness and other good behaviour. One or two merits would be awarded for a specific piece of work or good behaviour. Three merits would be awarded for an exceptional effort with a piece of work. No more than 3 merits are awarded at one time;
- Merits are not taken away from a specific child for poor behaviour as this has a negative impact, instead other members of the class group will be awarded with merits to reward good behaviour;
- Children who have the highest number of merits in their class each week are recognised by name and praised in assembly when whole school assemblies take place together in the Hall,
- Teachers enter the names of children who have achieved well (displaying Park Values) into the weekly Park Stars log and these children are recognised by name and recognised by the Headteacher on a Friday afternoon.
- PARK stickers are awarded to pupils who are Polite, Ambitious, Resilient and Kind by all staff in school.

### **4. INVESTIGATION OF INCIDENTS OF UNACCEPTABLE BEHAVIOUR**

4.1 All members of staff should act upon any incident of bad behaviour that they witness, or which comes to their attention. Members of staff can discipline pupils at any time the pupil is in School or elsewhere under the charge of staff, including on school visits. Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. Action should be taken as soon as possible after the act and where possible before the end of that school day. If that member of staff is not the class teacher of the pupils involved, it may be appropriate to refer the situation to the class teacher(s), which must be done as soon as possible, and where possible before the end of that school day. The person dealing with the incident should also log it on the Wellbeing Manager in ISAMS.

4.2 The class teacher(s) of all pupils involved need to be informed/involved in the response to any significant concerns which are recorded on the Wellbeing Manager in ISAMS with actions recorded to build a picture of the behaviour.

4.3 Above all, it is imperative that we create an ethos where pupils are encouraged to talk and to trust that concerns will be satisfactorily dealt with by talking to us. Pupils will often talk to their class teacher, but they may also choose to speak to other staff, parents or anyone else they trust.

4.4 Where it is appropriate to involve parents in such investigations, it will usually be right to involve the parents of all the involved pupils. If parents are to be involved, this should be done as quickly as possible after the incident and, wherever possible, by the end of the day on which the incident occurred.

4.5 Should a child be found to have made a accusation against a member of staff, the Headteacher shall act in accordance with the individual circumstances of the case.

4.6 Staff keep written records on the Wellbeing Manager in ISAMS of all investigations into significant incidents of bad behaviour, which are shared and stored in accordance with [PARAGRAPH 7 RECORD KEEPING](#) below.

## 5. SANCTIONS

5.1 The school employs several sanctions to support our expectations. Each sanction is fair, proportionate and appropriate to the situation and, where possible, to the individual child. Factors which must be considered include age of the pupil(s), any special circumstances, any special educational needs or disability or any religious requirements. We also take it into account if a child is in transition and becoming aware of new rules and expectations. All pupils have a right to be treated with respect and dignity. Staff will not use or threaten any form of punishment which could have adverse impact on the child's well-being. When dealing with a child whose behaviour is in question, we separate the behaviour from the child as a person. Unacceptable behaviour or choices can be criticized but children should not feel that their whole person is being criticised or that they are being labelled or stereotyped.

5.2 Any sanctions handed out to a child will not be shared with other children or the parents of other children.

- 5.2.1 In the event of the misbehaviour of the minority, it is important to ensure that we remain equally focused on the good behaviour of the majority. Rewards and praise for pupils who are behaving well will usually be a powerful incentive for those who are not;
- 5.2.2 Take time talking to the child who has misbehaved; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future;
- 5.2.3 A reprimand by the teacher;
- 5.2.4 Strict talk by the teacher to a group or groups of pupils. We do not give blanket sanctions;
- 5.2.5 If children are disruptive or disobedient in class, we may ask them to move nearer to the teacher or sit on their own away from distractions. A temporary or permanent seating plan is an important positive step to consider in behaviour management. If a child is repeatedly disruptive or disobedient, various forms of 'time out' in a classroom. The child will always be supervised by another adult. We may feel sanctions such as break loss etc may be used.
- 5.2.6 Where appropriate, poor behaviour may result in the pupil being asked to "Think about Park Values" and reflect on how they can use these values to improve their behaviour.
- 5.2.7 Teachers may take away some of a break-time, although it is the teacher's responsibility to ensure that the pupils are adequately supervised during this loss of breaktime. Children must, where appropriate, have the opportunity to eat, drink and go to the toilet;
- 5.2.8 Staff have the right to confiscate a pupil's property as long as it is reasonable in the circumstances. Staff should liaise with the Headteacher if the member of staff does not feel it appropriate to return the item by the end of that school day;
- 5.2.9 In line with legal requirements and the school's safeguarding policy, staff have the authority to search pupils without consent for prohibited items. In a primary setting, these include knives or weapons, illegal drugs, alcohol, tobacco products (including vapes), fireworks, stolen items, and any other objects that may put the safety or wellbeing of pupils or staff at risk (this is not an exhaustive list). Staff should, wherever possible, consult with the Headteacher or a senior member of staff before conducting a search;
- 5.2.10 The safety of the children is paramount in every situation. If a child's behaviour threatens or endangers the safety of others, the class teacher will initially suspend the activity and the child will be prevented from continuing with the activity for the rest of the session. In such a case, the Headteacher or any other member of staff may be summoned to ensure safety and

the matter must be brought to the attention of the Headteacher;

- 5.2.11 If a child threatens, hurts or bullies another pupil the teacher will record the incident and the matter will be investigated and outcomes recorded on ISAMS.
- 5.2.12 Where the class is being taught by a teacher other than the class teacher significant pastoral and behavioural incidents must be recorded on ISAMS. In cases where the parents should be informed that day, the member of staff must ensure that the class teacher has the necessary information in order to inform parents at the end of that day;
- 5.2.13 Following consultation with the Headteacher and with the parents, the child may be monitored via a daily report form which can be used to improve behaviour, effort and/or standards of work;
- 5.2.14 For persistent poor behaviour the Headteacher may hold an after-school detention. Parents will be notified if this sanction is evoked.

The Headteacher and any member of the SLT can, at any time, speak with any child within the school community regarding behaviour.

### **5.3 Action involving the parents**

- 5.3.1 Informal discussions between the class teacher and the parents. It is essential that these discussions are recorded on the Wellbeing Manager.
- 5.3.2 In the event of significant misbehaviour, parents will be involved.
- 5.3.3 If a child is put on a report system, the parents are notified and involved in the process.
- 5.3.4 If the child is given an after-school detention by the Headteacher, parents will be notified and involved in the process.
- 5.3.5 Parents will be asked to attend, with the class teacher or if relevant, SLT. The primary purposes of discussing ways of improving the behaviour and to inform parents regarding the consequences of continuing bad behaviour. At the meeting, the parents will be told that should there be a continuation or recurrence of the behaviour, then the next step will a meeting with the Headteacher.
- 5.3.6 If the behaviour continues, you will be invited to attend a meeting the Headteacher. At the meeting, the parents will be told that should there be a continuation or recurrence of the behaviour, then the next step will be more serious action, which may include temporary or permanent exclusion from the school. The decision to permanently exclude a child would be made in consultation with Forfar Education.
- 5.3.7 In cases where one or more sets of parents have been involved in investigations, the parents of all pupils must be contacted again at the end of the investigation so that all parties understand the action taken by the school. Wherever possible, the Headteacher must be consulted before contacting parents to inform them of the action taken by the school.

### **5.4 Action involving outside agencies**

- 5.4.1 In more extreme cases, the Headteacher will liaise with the DSL, who may contact external support agencies.

## **6. THE ROLE OF THE CLASS TEACHER**

- 6.1 The class teacher will treat each child fairly and enforce the Park School rules and the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 6.2 If a child misbehaves, the class teacher will apply one or more of the above sanctions according to what is appropriate in the circumstances. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, in the event of serious misbehaviour, or in the event of

the continuation of less serious misbehaviour, the class teacher will seek help and advice from the Headteacher.

6.3 The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

## **7. RECORD KEEPING**

7.1 It is the responsibility of the class teacher to ensure that written records are kept for each individual pupil. All concerns must be recorded on the Wellbeing Manager in ISAMS.

## **8. THE ROLE OF THE HEADTEACHER**

8.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy (including sanctions) consistently throughout the school, and to report to Forfar Education, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

8.2 The Headteacher will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

8.3 The Headteacher regularly reviews the entries on the Wellbeing Manager in ISAMS enabling her to identify and respond to patterns over time, and to record all significant action that has been taken to implement this policy.

8.4 The Headteacher may be involved in the investigation process and will support staff through each stage.

8.5 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after Forfar Education has been notified, – Please see our standard Terms and Conditions.

## **9. THE ROLE OF PARENTS**

9.1 The School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

9.2 We explain the school rules in the Parents' Handbook, and we expect parents to read these and support them.

9.3 We build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

9.4 If the school has to use reasonable sanctions, parents are asked to support the actions of the school. If parents have any concern about the way that their child has been treated, they should contact the class teacher. If the concern remains, they should follow the school's complaint procedure.

## **10. FIXED-TERM AND PERMANENT EXCLUSIONS**

10.1 The Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

10.2 If the Headteacher excludes a pupil, we will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to Forfar Education. For further details please see our standard Terms and Conditions.

## **11. PHYSICAL INTERVENTION, SAFEGUARDING AND WELFARE**

11.1 The administration of corporal punishment to a pupil is strictly prohibited by law. All staff have a duty to take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

11.2 Physical Intervention is defined as the use of reasonable force to prevent children from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence) where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Where physical intervention has been used by a member of staff he/she must inform the Headteacher as soon as possible and record the incident in writing for the pupil's profile (kept by the class teacher) with a copy for the Headteacher. Parents need to be notified on the same day if at all possible and the Headteacher and the relevant member of staff will have a prior discussion as to how the parents are to be notified. A record of this will be recorded within Wellbeing Manager on ISAMS.

11.3 When considering the behaviour of a child, we consider whether the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the School's Safeguarding and Child Protection Policy and Procedure, including Allegations against Adults. Staff also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, in which case we consider whether a multi-agency assessment is necessary.

## **12. MONITORING**

12.1 The Headteacher will monitor the effectiveness of this policy on a regular basis. They also report to the School Governance Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

12.2 The school keeps a variety of records of incidents of misbehaviour which allows the Headteacher and other staff to monitor the impact and effectiveness of this policy and to identify patterns of misbehaviour. The Headteacher keeps a log of serious disciplinary issues. The class teacher and all staff record incidents on the Wellbeing Manager (including lunchtime assistants who feedback to class teachers at the end of each playtime).

12.3 Behaviour IEP's (Individual Educational Programme) may be used to support the school's work (if deemed necessary).

12.4 It is the responsibility of the Forfar Education to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **13. REVIEW**

13.1 This policy is reviewed by the Headteacher and the Senior Leadership Team on an annual basis. We may, however, review the policy earlier than this, if the government introduces new regulations, or if Forfar Education receives recommendations on how the policy might be improved. Whenever significant changes are made to this policy, these changes are communicated to staff, pupils and parents as is appropriate.