



Behaviour and Discipline Policy

Last reviewed: May 2022

Next reviewed: May 2025

Received and Agreed by the Governing Body

Signed Chair of Governors: _____ Date: _____

1 Introduction

Good learning behaviour and the ability to self-regulate enables pupils to make the most of their learning opportunities. Taking responsibility for self-regulating behaviour and emotions is an important transferable skill contributing towards pupils' wider development.

2 Aims

This policy aims to

- Encourage and maintain good behaviour and respect for others
- Ensure that there are agreed codes of conduct around the school and that they are known to all
- Promote self-regulation, self-awareness and self-esteem among pupils
- Promote proper regard for authority among pupils and assist them to make positive choices
- Prevent all forms of bullying
- Maintain a supportive partnership between children, staff and parents

These aims are consistent with the School Rules and the seven Parkwood Values. The rules and values were developed by pupils at Parkwood, through the school council and are displayed clearly throughout the school and referred to by all pupils and staff.

School Rules:

- Be safe
- Try your hardest
- Speak and listen with respect
- Respect people's differences
- Care for yourself, others and the school around you
- We keep our hands and feet to ourselves

Parkwood Values:

- Respect
- Patience
- Thoughtfulness
- Generosity
- Confidence
- Leadership
- Perseverance

3 Monitoring and review

The Head Teacher regularly monitors the operation of this policy, reporting to the governing body on its effectiveness, if necessary making recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. Relevant mandatory regulatory changes may be included in between review periods without full governing body review, but will require approval before being published.

4 Statutory requirements

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This also applies to all paid staff with responsibility for pupils. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Head Teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

The school has also taken regard for the Equality Act 2010, SEND Code of Practice 2014 and the Children and Families Act 2014 when writing and implementing this policy.

5 Rewards and Sanctions

Rewards:

In terms of ensuring we focus on positive behaviour there should be an emphasis on positive reinforcement and praise for those pupils following the school rules and demonstrating the school values.

We praise and reward children for good behaviour in a variety of ways:

- congratulate children and encourage children to congratulate each other for demonstrating good learning behaviours
- praise children e.g. with a smile, spoken/written praise, stickers, postcards sent home and give opportunities to perform special responsibilities
- weekly, we nominate two children from each class to receive an award for progress and upholding the Parkwood Values
- children can earn extended break time for demonstrating readiness to resume learning consistently

House Points:

Every child at Parkwood becomes a member of one of the four Houses: Spring, Summer, Autumn or Winter (primavera, verano, otoño, invierno) when they first start school. Siblings will normally all belong to the same house.

All children have the opportunity to earn 'house points' through showing good learning behaviours, following the School Rules and demonstrating the Parkwood Values.

These points are received in the form of gold coins which are inserted into clear jars and then counted at the end of the week.

The winning House is given an extra 15 minutes of play on a Monday each week.

The winning House at the end of the term is rewarded with an afternoon in Clissold/ Finsbury Park. The winning House at the end of the year is invited into school one evening for a pyjama party/ cinema experience.

In order to maximise the children's enthusiasm for their Houses, and to encourage a sense of belonging and team spirit, we hold a 'House Warming Day' in the first week of Autumn term.

On this day children engage in creative activities linked to their 'House': The children create banners and slogans for each House, elect 'House Captains' who then lead their House in a procession around the pitch in front of the whole school.

Children are to be given coloured wrist bands in the colour of their House: Autumn-brown, Winter-blue, Spring-yellow and Summer-green and also have the option to come to school dressed in their House colour.

Sanctions:

The school uses the following strategies for managing inappropriate behaviour. These are presented as a five step system and all pupils are made aware of these steps at the beginning of each year.

Staged Response

The following Staged Response is in place for each half day classroom session. At the end of the day, a child has a 'Fresh start', where possible. When misbehavior occurs towards the end of a day, it may be necessary for a sanction to be administered the following day.

Six step system:

At each step we refer explicitly to the school rules being broken and the language it uses. We label the behaviour and not the child: the words 'naughty' and 'bad' are not to be used.

First time a rule is broken:	1
Non-verbal and/or Verbal warning/reminder: Reminding of class agreement/School Rules	
Second time a rule is broken:	2
Verbal warning Writing the child's name onto the yellow section of the 'consequence board'	

Third time a rule is broken:	3
If a child continues to break the rules, write their name on the red section of the 'consequence board' and ensure the child misses part of their next playtime (EYFS 5 minutes, KS1 10 minutes, KS2 15 minutes)	
Once a child has missed a playtime, their name is removed from the consequences board and teacher will begin again at step 1 if the need arises.	

For more serious incidents (which will occur rarely) Steps 4, 5 and 6 will be used:

Time out in partner class for a whole lesson (with learning task/ reflection task) Work sent or 'reflection sheet', should be able to be completed independently	4
Sent to an Assistant Head Teacher (Phase leader preferably, if unavailable - alternative phase leader) <ul style="list-style-type: none"> The child is issued with a Behaviour Log (see appendix) for one/two weeks depending on the severity of the behaviour Referral made to Guidance and Support Officer Parents are informed about the behaviour that led to the issuing of the behaviour log 	5
Sent to Headteacher <ul style="list-style-type: none"> Behaviour log is reviewed Meeting with child to discuss issues and response/next steps Meeting with parents to discuss issues and response/next steps 	6

Behaviour Logs

When a child is issued with a Behaviour Log, this will be an automatic referral to the Guidance and Support Officer who will then timetable in 3 sessions with the child in order to:

1. understand the cause of the disruptive behaviour
2. support the child to regulate their behaviour, discussing self-regulation strategies and the use of the Zones of Regulation. Key strategies will be added to the behaviour log as a reminder for the child
3. maximise the positive impact of the Behaviour Log on the child's ongoing behaviour.

If a child causes low level disruption frequently, and is not motivated by rewards or deterred by sanctions a class teacher may initiate a Behaviour Log and refer this child to the Guidance and Support Officer without the involvement of senior leaders or parents, referral forms will be discussed at Safeguarding Meetings.

As part of their responsibility for the behaviour of pupils in class, teachers should work in collaboration with the Guidance and Support officer to ensure they are kept up to date with progress and strategies in place.

Please see Appendix 1 for examples of inappropriate behaviour and guidance on the staged response

Please see Appendix 2 for Behaviour Log

Restorative approach

We take a restorative approach to resolving conflict and preventing harm. We take the time to sit down with pupils and discuss what has gone wrong, ensuring all parties have a chance to speak. Children are encouraged to reflect on the impact their behaviour

has had on others and to take steps to resolve this in a mature and appropriate way. We discuss the factors which may have led to the misbehaviour and identify strategies to help prevent it from happening again.

Approach to Behaviour for Pupils with Additional Needs

Parkwood does not believe in a 'one size fits all' approach. We also do not adopt a zero tolerance approach as often there are a number of factors influencing behaviour of pupils.

As such, some pupils (either periodically or on a long term basis) may need to be an alternative approach to the behaviour policy. This will be implemented as part of a team around the child and may include the Safeguarding team, class teacher, parents and other professionals. The child will always be included in this as a priority.

As a result of this approach, a behaviour log or plan may be put in place and regularly reviewed. All staff will be informed of this alternative approach to behaviour so that the child is able to be treated equitably and encouraged to demonstrate positive behaviour.

Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans (IBPs) or Pastoral Support Plans (PSPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Counselling provision
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists

Exceptional circumstances

Some circumstances, may necessitate considerable flexibility in the implementation of this policy, for example the full use of the 6 Step Warning System, particularly those steps requiring the child's temporary removal from a class, may not be practicable. In such cases, staff would be expected to employ their professional judgement and common sense, perhaps implementing Rewards more emphatically, to promote the highest standards of behaviour possible. The use of Step 5/6 would be warranted for only the most serious of incidents. In these circumstances a discussion should be had with AHTs/HT.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear, e.g. class circle time, by referring to the school's Guidance and Support Officer, working on the Zones of Regulation, use of feelings boxes and 'social stories'.

We are clear that bullying is usually defined as behaviour that is repetitive and it is intended to hurt someone either physically or emotionally. This means that children and parents need to be clear that bullying should be seen as a series of events and that a single event or accidental event are not categorised as 'bullying'. If a child is deemed to have acted against another child on several occasions on purpose, then the school will regard this as bullying. All staff should always ensure the victim of any incident feels safe and listened to. Staff use restorative techniques to support reconciliation. See bullying policy for more detailed guidance.

Child on child abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, staff must follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. In particular, these incidents must be reported in line with the school's safeguarding policy.

Each incident will be considered on a case-by-case basis by the safeguarding team, led by the DSL.

Incidents outside of school (inc. cyber bullying)

Conduct outside the school premises (including online conduct) may be dealt with in school if the misbehaviour:

- occurs during any school-organised or school-related activity
- occurs when travelling to or from school
- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school
- has had or is likely to have an impact on children's learning

Many online behaviour incidents amongst children occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture and children's learning.

Parkwood will sanction pupils when their behaviour online poses a threat or causes harm to another pupil or if the behaviour could adversely affect the reputation of the school. Refer to anti-bullying policy for more detailed guidance on how incidents will be dealt with.

Banned items

The following items are prohibited in school and will be immediately confiscated:

- knives
- weapons
- alcohol
- drugs
- vapes
- fireworks
- any item that could cause offence or harm to a person or property.

If these items are brought into school by a child, staff have a duty to report this in line with our safeguarding policy and parents will be informed.

Children should not bring in any non-essential items as they can distract from learning and cause disagreements.

Exclusion

In extreme circumstances a child may be excluded from school.

These reasons could include:

- to ensure the safety of the child
- to ensure the safety of other children
- to enable the education of other children to continue
- to allow a 'cooling off' period

In such instances, parents will be invited into the school by the Head Teacher to discuss the incident; the Head Teacher will inform the governors and the Local Authority.

In certain cases, children may be isolated entirely from all other children for a short period of time (usually no longer than a single class session, and usually until a child is calm enough to return to class) for their safety and the safety of others. The school may use an office space, a sensory room or another 'safe' space to achieve this. No child will be left unsupervised in such spaces, although staff may choose to step out of a room and observe through a window/glass door panel if they feel that they are at risk of injury. Every effort will be made to minimise the use of isolation and to bring a child back in contact with their peers at the earliest possible opportunity. Where possible, the time in isolation will include the opportunity to complete work or engage in other constructive activities.

Fixed-term and permanent exclusions

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

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

In place of fixed term exclusions, the school may choose to internally exclude a child. This process can be carried out without consultation with the LEA. The Head Teacher will make all decision on internal exclusions. Internal exclusions should not exceed 2 days in duration. Parents will be informed of internal exclusions, but are not subject to an appeal process. Parents are welcome to discuss the decision with the Head Teacher at any time. Other eventualities may lead to internal or fixed-term exclusions, depending on circumstance, severity, repeat nature or other extenuating circumstances.

Roles and responsibilities:

Class teachers & support staff

It is the responsibility of the class teacher to ensure that the School Rules are enforced in their class, as well as across the school. Teachers should ensure that their class behaves in a responsible manner at all times.

The class teacher treats each child fairly and with respect and understanding, rewarding, and enforcing sanctions consistently. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Class teachers are the key staff member involved in providing support mechanisms to allow children to adhere to the behavioural expectations of the school. They work with colleagues to ensure that all necessary support mechanisms are put in place and consistently followed through. They also liaise with parents/ carers over these mechanisms so that, where appropriate, they are mirrored or enhanced at home.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Support staff have a key role in ensuring outstanding behaviour across the school, particularly at break times. They are responsible for upholding standards of behaviour and for liaising with teachers when issues occur. It is essential that issues with behaviour are dealt with at the earliest possible opportunity to avoid difficulties spilling into learning time. Where possible, support staff will discuss a child's playtime behaviour with them and reach a satisfactory outcome before the child returns to the classroom.

Support staff must inform the class teacher of any behaviour incidents that occur during playtimes at the earliest possible opportunity.

Staff induction, development and support

Key sections of this policy are found in the staff handbook. All staff review and discuss the handbook on an annual basis each September, with a particular focus on our school approach to behaviour.

The Headteacher

It is the responsibility of the Headteacher, under the 2006 Education Act, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher will keep behaviour as a standing item on the weekly staff briefing, ensuring all staff are aware of key behavioural approaches.

Parents

We expect parents to support their children's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents promptly if we have concerns about their children's welfare or behaviour. The home-school agreement is updated annually in accordance with current regulations and in line with the behaviour policy (and other policies).

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. Should their concerns remain after contact with the Head Teacher they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7 Links to other policies

Also see the school's Anti-Bullying Policy, Positive Handling Policy, Safeguarding Policy, SEN Policy and the Equal Opportunities Policy.

Appendix 1

Inappropriate behaviours	Staged response
breaking school dress code incl. jewelry	1 verbal warning
fiddling with others' hair	1 warning look
playing with rulers etc	1 warning look
misusing equipment	1 warning look
swinging on chairs - not sitting on them	1 warning look, 2 and 3 if it continues
talking when others are talking	1 warning look
refusal to complete tasks / work	1 warning look, 2 and 3 if it continues
throwing small items	1 warning look, 2 and 3 if it continues
Name calling/ teasing	3
vandalism /damaging equipment with intent/tearing up other pupils work/markings anything with kicks or punches	4 In some circumstances, where damage is repeated or continual, an internal or fixed term exclusion may be considered.
Swearing/offensive gestures	4
deliberate humiliation e.g. pulling trousers down	4
leaving the classroom without permission	4
deliberately pushing over chairs or tables	4
hurting another child e.g. kicking / punching / pinching / biting / squeezing / grabbing/spitting	4
Repeated and continued refusal to comply with adult direction	5 If behaviour results in a risk to children or staff, this may result in a fixed term exclusion
bringing prohibited items into school including knives, weapons, alcohol, drugs, fireworks or any item that could cause offence or harm to a person or property	5 and fixed term exclusion
attacking member of staff	5 and fixed term exclusion If attacks on members of staff increases in severity, the school will increase the amount of time spent on fixed term exclusions. This may lead to a permanent exclusion.

Appendix 2:**Behaviour Log**

- This behaviour log will be used to monitor your behaviour over the next week/two weeks as it has fallen below the standard we expect at Parkwood
- Each day, your teacher will provide a comment on how well you have met your behaviour target(s)
- The log must be taken home each day and shown to your parent(s) so that they can sign it, and make a comment if they wish.
- Failure to bring the behaviour log into school will lead to missing a playtime

Name:		
Class:		
Behaviour which has led to referral:		
Suggested work with Guidance & Support TA:		
Behavioural Targets: (What are we looking for)		
Date of review:		
Checklist:	Referred to Guidance & Support TA	
	Phase leader and child have discussed targets	
	Parents informed via schoolping	
	Date set for review with class teacher and phase leader	



Daily behaviour Log

Date:	Teacher comment on behaviour:	Parent comment (or initials)
Review – Teacher comment:		
Review – Child comment:		
Review – Guidance & Support comment:		
Review outcome (tick as appropriate):		
Behaviour log to end		Behaviour log to continue