

PARKLANDS INFANT AND NURSERY SCHOOL



BEHAVIOUR MANAGEMENT POLICY

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 17th December 2024

Signed: _____

Mrs S Evitts (Chair of Governors)



Parklands Infant and Nursery School **Behaviour Policy – December 2024**

Section 1: Introduction to the Policy

Purpose

The purpose of this policy is to describe our practice in ensuring a high standard of behaviour amongst pupils and the principles upon which this is based.

Aims

This policy aims to ensure consistency in managing behaviour across the school. It seeks to promote self esteem, self-discipline and positive relationships in order for each child to feel happy and safe while they are in school. It is our aim to ensure that behaviour expectations and strategies are widely known and followed as we believe that attitudes and standards in behaviour at Parklands will be just as fundamental in shaping the children's social and moral development as their academic development.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.



Consultation

The policy was put together by Gemma Whittingham in consultation with teaching staff, pupils, parents/carers and school governors.

Section 2: Procedures and Practice

Roles and Responsibilities

It is the responsibility of all members of staff to promote high standards of behaviour yet also to challenge poor behaviour. This is applicable to all areas of the school and at all times of the day. It is the responsibility of the Headteacher and SLT to monitor behaviour across the school and report on this regularly.

Section 3: Aspects

The Parklands Person

The Parklands Person is an idea put together by the school council which shows our expectations in a child friendly way. A Parklands Person should always be: safe, kind, positive, polite, respectful and important. Both children and staff are expected to demonstrate these values in their everyday lives. We expect children to be able to discuss and explain how they have demonstrated the values during lessons, when playing, when out of school and when moving around the school. The Parklands Person characters are displayed in all teaching areas and should be regularly referred to. For example, in an art lesson children will need to demonstrate being safe when using a scissors; in a challenging maths lessons, they should be positive in order to reach their next step. Statements have also been put together to provide a half termly focus for how to be a Parklands Person and these are linked to certificates in the weekly certificate assembly.



Classroom Management

At Parklands we understand the role in which a classroom environment can play in the attitudes of children. Our classroom management and teaching methods therefore focus on encouraging a positive image within the children. Classrooms are friendly and welcoming and organised to help develop independence, self-esteem and reduce disruption. Teachers demonstrate an enthusiastic attitude and

encourage participation from all children. Children are praised for their efforts and aren't afraid of sharing their thoughts and ideas. Any classroom rules are kept to a minimum, are stated in a way that uses positive language, have a clear motive and promote the idea that every member of Parklands has a responsibility.

School Rules

Children are expected to behave in a way that 'proves' they are a Parklands Person and they understand and respect the Parklands Person ethos. Although the school doesn't have 'rules' there are a set of behaviour and conduct examples called the 'Prove Its' which the children are expected to adhere to.

Rewards

Every class uses the Parklands People to celebrate the behaviour of the children. If a child is noticed acting like one of the Parklands People, they are invited to move their name on to that person and the reason why is explained to them. Where children demonstrate exemplary behaviour, their name can be put on to the gold spot which is on display in every classroom.

Children who have completed exceptional work may also visit another teacher or the headteacher to be praised further. Each week, a child is chosen from each class to receive a Star Pupil certificate in assembly. Another child is also chosen to receive a certificate for demonstrating one of the aspects of being a Parklands Person (the focus of this changes half termly).

Other rewards such as stickers and verbal praise are also an integral part of our classroom management.

Sanctions

If a child is behaving in a way that is unacceptable or disruptive, the following procedures are followed:

- Reminder - they will receive a gentle reminder of the expected behaviours
- First Warning – they will receive a clear verbal warning with a reminder of the consequences if their behaviour continues
- Second/last chance warning – they will receive a clear, verbal warning, again with a reminder of the consequences if their behaviour continues
- Behaviour log (appendix 1) – if the behaviour has continued, the child will be recorded on the weekly behaviour log for the class. At the discretion of the teacher and dependent on the incident, this may be accompanied by a 'timeout' where the child will miss 5 minutes of their playtime in a partner class or with the next senior member of staff. This is a chance for the child to reflect on their behaviour and it is important at this stage that staff should explain to a child clearly why they are being disciplined and that children are given the opportunity to explain. When the child is reintegrated into their classroom, the teacher will privately speak with the child to restore the relationship
- SLT Intervention – if behaviours continue, a member of SLT is called to intervene. This will be recorded on the class behaviour log and the same reintegration method is used.
- Head Teacher intervention – the Headteacher is called to intervene. This will be recorded on the class behaviour log and the same reintegration method

is used. These incidents will always be reported to the child's parent/carer. Serious incidents of behaviour will be reported straight to the Headteacher or next senior member of SLT and parent/carers will be informed.

Playground Behaviour

At Parklands we believe that playtime plays a very important part in children's social, physical and mental well being. Playtime is seen to be a chance for the children to let off steam and exert any restless energy whilst allowing the children to interact with other members of the school. As physical activity is linked to stimulation of the brain we believe that playtime provides a vital opportunity to prepare the children for learning. The children at Parklands understand that the same standards of behaviour are expected outside on the playground as in the school itself, usually this will consist of advising children how they should be behaving if they are demonstrating unacceptable behaviour or investigating what has happened if an incident involves more than one child. Children are spoken to about their behaviour and if necessary make apologies. Incidents are dealt with by the teacher and support staff on playground duty, however, they will report to the class teacher any incidents they feel need to be mentioned. Teachers/support staff on duty can record any unacceptable behaviours on to a behaviour log as they deem necessary.

Lunchtime Behaviour

The children at Parklands are aware that standards in behaviour should not drop because it is lunchtime. The children treat the lunchtime supervisors with the same respect they show teachers and teaching assistants. Lunchtime supervisors understand that hungry children having to wait for food may create some unrest and acknowledge this in their strategies to keep the children entertained. The children understand that they don't have to eat in silence but that there are a great many children eating at the same time and therefore noise needs to be kept to a minimum. Behaviour on the playground at lunch time is as it should be throughout the other playtimes during the school day. The lunchtime supervisors use the Prove-its as a criteria for good lunchtime behaviour and also reward children with stickers. Lunchtime supervisors can advise the class teacher if a child's behaviour needs to be recorded in the class behaviour log or if they have behaved in a way that is exceptional and should be put on to the gold spot.

Other Forms of Poor Behaviour

Other forms of poor behaviour can occur in schools and the staff at Parklands Infant and Nursery School are aware of these. All children know that bullying of any kind is not tolerated and what this involves – anti bullying is promoted through our PSHE curriculum and Parklands Person ethos. It is dealt with in line with the schools Behaviour Policy and Anti Bullying Policy. The school actively challenges cyberbullying, stereotyping and will not tolerate racist or homophobic behaviour in any form. Incidents involving this are dealt with directly by the senior leadership team and recorded. Any behaviour which demonstrates extremism or radicalisation is also not tolerated and dealt with in line with the schools Tackling Extremism and Radicalisation Policy. Staff are aware of the signs of this. We do not allow pupils to bring any items into school with them which could pose a danger to themselves or other pupils (e.g. knives, scissors) and any concerns over substance misuse are dealt

with in line with the schools Drug Incident Management Policy and Drugs Education Policy. All forms of poor behaviour as described are dealt with by members of the senior leadership team and parents are informed.

Recording and Monitoring of Behaviour

It is important that we have a consistent approach to how we monitor and record instances of poor behaviour in school. Where poor behaviour is dealt with by a more senior member of staff, it may be that parents are contacted to inform them of the situation. Class teachers may also discuss any behaviour issues, as well as excellent behaviour, with parents on a more informal basis but it is important that this is not a case of simply describing the behaviour but also explaining how the school intends to support the child in order to improve this. It is often better to discuss a 'one-off' incident with parents rather than for a child to go home and explain their version of events as in this case, parents may not have the full picture of what has happened.

Every class has 'behaviour log' in which to record incidents of unacceptable behaviour (appendix 1) following the procedures set out above (see Sanctions). The class behaviour logs are kept by the teacher in a covered red clipboard.

The Deputy headteacher will collect and monitor the behaviour logs on a weekly basis. Where a child's poor behaviour has repeatedly appeared on the behaviour log, SLT and the class teacher, in consultation with the child's parent/carers will assess the need for an individualised behaviour plan. Where necessary, a child's behaviour may warrant the intervention of a member of SLT to investigate further the reasons behind the behaviour and to remind them of important school messages e.g. the pants rule, STOP, British Values.

Every class also has a Bullying incident report log, and an Equalities and Diversity Incident report log (included appendices in the Anti-Bullying Policy). All incidents of bullying or incidents against equalities and diversity must be reported to the Headteacher and Anti-bullying Lead. Weekly monitoring of the behaviour log can act as an early indication of bullying behaviour.

The behaviour of children is also commented on in lesson observations and learning walks. Where parents/carers are involved, a member of the senior leadership team should be informed as it is often them who will be contacted by parents if there is any follow-up.

A termly audit of behaviour is undertaken each term by the Deputy headteacher and a school governor. Parent questionnaires also seek views of parents with regards to pupil behaviour and the 'golden book' in the foyer allows visitors to the school to record their impressions of the school, the children and their behaviour. This is also taken out when the children go on school trips or events outside the school.

Exceptions

We recognise that some children have more complex needs and this policy may not be best suited to them. As a result, the implementation of this policy, at times, may be superseded for some individual children on the advice of the SENDCo or

other professionals. These children will work within individualised behaviour plans which will include rewards and sanctions based on the individual needs of the pupil.

Section 4: Conclusion

Monitoring and Review

The governing body is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the headteacher and Senior Leadership Team and the termly audit.

Other Documents and Appendices

The behaviour policy should be read in conjunction with our policies for curriculum and teaching and learning, anti-bullying, tackling extremism and radicalisation, PSHCE, drugs education and drugs incident management.

Governor Approval and Review Dates

The policy is to be reviewed annually.



PARKLANDS INFANT AND NURSERY SCHOOL: BEHAVIOUR LOG

WEEK COMMENCING:

Name(s) *first name and class if not your own	Date	Brief description of incident	Resolution	Member of staff completing

Additional notes: