



## **Parkside Middle School BEHAVIOUR POLICY**

### **Rationale**

The behaviour policy at Parkside Middle School is a statement of good practice that covers all aspects of a school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

### **Goal**

The goal of the behaviour policy is to teach students to choose responsible behaviour and in doing so raise self-esteem and consequently academic success.

### **Code of Behaviour**

At Parkside Middle School we believe that:

- ALL students have the right to feel safe and secure.
- ALL students have the right to learn without being disturbed by others.
- NO student has the right to hurt or upset others, either physically or verbally.
- TEACHERS have the right to teach and no student has the right to disrupt their teaching.

### **Rewards**

At Parkside we firmly believe in celebrating success in all areas of school life. We are proud that most of our pupils behave in an exemplary fashion and achieve their full potential. All pupils have the same opportunity to receive rewards.

Rewards can be in the form of verbal praise, stamps on work, credits, notes home and subject certificates. In addition we hold weekly celebration assemblies to share excellent work and achievements, and there are end-of-term raffles and reward trips to encourage and reinforce positive, polite behaviour.

Achievement points can be collected for behaviour, attendance, conduct, manners and academic achievement. These are recorded on SIMS (school database) and rewards given half termly to celebrate pupil successes. The school also uses the Teacher2Parents text messaging system, to send positive feedback to parents.

### **Behaviour**

Parkside Middle School staff reinforce the Code of Behaviour through Positive Behaviour Management based on the principles of Assertive Discipline.

The Behaviour table of Stages is used along with the Behaviour Codes.

All classrooms have a display showing the school’s non-negotiable rules (Our Golden Rules), rewards (Achievement Points) and consequences (Behaviour Codes and stages) relating to our behaviour policy.

**Appendices**

- I. Rewards Table
- II. Behaviour Table of Stages
- III. Assertive Discipline Strategies
- IV. Behaviour Report
- V. Achievement Points – Pupils
- VI. Achievement Points – Teachers
- VII. Behaviour Codes – Pupils
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- IX. Staff guide on issuing Behaviour Codes

Date of Policy: July 2017

Review date: July 2018

Headteacher.....

Chair of Governors.....

## Rewards Table

| Form of reward   | Details   |
|--|---|
| <b>Verbal praise</b>                                       | Verbal praise of the pupils is central to the Parkside ethos.   |
| <b>Stamp on work</b>                                       | Stamps can be awarded for any good work.  |
| <b>Credits</b>   | Credits are recorded on Credit Record Cards which are kept in planners and are given for consistently good behaviour, work of a high standard or noticeably improved work.<br>Each term, the top 36 pupils are recognised for their achievements and special reward trips and activities are organized. Pupil names are displayed in a prominent position in the school. Parents are informed of their child's success. |
| <b>Note home in planner / on a postcard</b>                | Teachers may from time to time write personal notes to say that pupils have done well in some way at school.  |
| <b>Subject certificates</b>                                | In some subjects such as Maths and French pupils collect stamps or 'bravos'.  |
| <b>Letter home</b>   | A letter is sent out at the end of year to the parents of those pupils who a number of teachers have identified as having shown the right attitude in and around school.  |
| <b>The further rewards of good behaviour and effort...</b> | At Parkside there are always special activities being organised. These include sporting activities, residential visits, educational visits and other opportunities to represent the school.   |
| <b>Specific rewards note:</b>                              | From time to time individual teachers or year groups may organise extra rewards.  |

## Behaviour Table of Stages

| Intervention (Pupil moves straight to this stage)                                     | Stage   | Who is Involved  | Sanctions  | Paperwork   | What the Class teacher does to support good behaviour                    | How to move off each stage.  |
|---|---|--|--|---|--|--|
|   | <b>Pre-Stages</b>   | Subject Teacher  | Assertive Discipline Strategies*   | Note in planner   | Follow up notes in planner.<br>Record in SIMS                            | N/A  |
|   | <b>Stage A</b><br>Uncorrected poor behaviour in class.<br>Repeated homework problems  | Subject Teacher  | Detention (Break/Lunch)<br>Given by teacher putting on an A (at discretion)                        | Note in planner (Not for Homework)  | Records Incident in SIMS   | Stage expires (six school days)  |
|   | <b>Stage B</b><br>Misbehaviour continues for one teacher or is poor in two or more subjects.<br>Repeated lunchtime problems | Subject Teacher<br>Buddy<br>Class Teacher<br>Parents<br>Dinner Supervisors                     | Detention (After School)<br>Given by teacher placing pupil on B for poor behaviour (at discretion) | Detention sheet**<br>Ten day behaviour log (Green Sheet)                                  | Records Incident in SIMS<br>Contact parents, meet if needed              | Good behaviour for ten school days returns to pre-stages                           |
| <b>Removal (Persistent disruption of the lesson) SLT or available member of staff</b> | <b>Stage C</b><br>More incidents within ten days of stage B, or a serious incident  | Subject Teacher<br>Class Teacher<br>Pastoral Manager<br>Parents                                | Detention (After School)   | Detention sheet**<br>Ten day behaviour log (Yellow Sheet)                                 | Records Incident in SIMS<br>Contact / meet parents with Pastoral Manager | Good behaviour for ten school days.<br>Return to stage A or B if needed for 5 days |
| <b>'Red ! card' Is a danger to self or others</b>                                     | <b>Stage D</b><br>More incidents within ten days of stage C, or a very serious incident                                     | Subject Teacher<br>Class Teacher<br>Pastoral Managers<br>SLT<br>Parents                        | Isolation, Parents meet with SLT (Fixed term exclusion in severe cases)                            | Behaviour Contract<br>Ten day behaviour log (Red sheet)                                   | Regular communication with parents, monitor behaviour log                | No Removals or incidents for ten school days.<br>Return to stage B (One week only) |
|   | <b>Stage D / Log Book</b><br>continues for ten days or further serious incidents  | Class Teacher<br>Pastoral Managers<br>SENCO<br>SLT (to chair meetings)<br>Parents<br>Governors | Rewards / sanctions agreed on PSP<br>Fixed term exclusion  | Log Book/PSP<br>Access and inclusion informed.<br>Governors informed at governors meeting | Regular communication with parents, monitor Log Book/PSP                 | Meet % Log Book/ PSP targets (Up to 16 weeks)<br>Return to stage B for 2 weeks     |
|   | <b>Final Stage</b><br>PSP targets not met in agreed timescale   | Pastoral Managers<br>SLT<br>Parents  | Permanent exclusion  |   |  |  |

Note: Physical assault of a staff member by a pupil is not included on this table the school will follow LA guidance regarding any such incidents.

**\*Assertive Discipline strategies include:**

Thumbs up  
Positive Praise  
Reward time  
Achievement Point  
Positive note / text home  
Praise from Form Teacher  
Praise from Pastoral Manager  
Praise from Deputy Headteacher  
Pride of Parkside with Headteacher

Thumbs Down  
Quiet word  
Move places  
Sent out / kept behind  
Note in planner  
Sent to Pastoral Manager  
Detention  
Sent to Deputy Headteacher  
Sent to Headteacher

**\*\*Detention Sheet procedure:**

When a detention is given, a detention sheet should be sent home for signature from parents.  
Record details in detention in book held in PSU.  
Pupil to complete behaviour reflection sheet whilst in detention.  
Reflection sheet will be returned to the teacher issuing the detention.  
Repair and Rebuild meeting to take place with pupil and teacher who issued the detention.  
Reflection sheet to be returned to PSU for filing.

**Removal Details:**

Removal is used when a pupil is persistently disruptive and is not responding to assertive discipline strategies.  
Strategies to be used are: Buddy system, Behaviour Managers (Behaviour Managers will decide if the PSU should be used.)  
It is not necessary for the teacher taking the lesson to explain the circumstances leading up to the removal – they should not feel challenged.  
Work should be provided when a pupil is sent to the PSU where possible.  
Incident details should be recorded on SIMS as soon as possible to enable follow up to be done.

**Resolution:**

In removing the pupil it is intended that they will be returned at the end of the session or at an appropriate time in agreement with the teacher. This should be agreed in a calm and disciplined manner, to enable work to continue in subsequent lessons. Repairing a relationship between a member of staff and a pupil should be supported by the Pastoral Managers.

**Red ! Card Removal Details:**

A **red !** card is used when a pupil is a danger to themselves or others. The teacher should send the **red !** card to the office with a sensible pupil. The office staff will ensure that a member of the behaviour team or SLT go immediately to the classroom for support.  
The parents will be contacted and the pupil will be isolated until parents arrive at school.

Pupils who are isolated after a **red !** card incident need to meet back with their teacher to effect some form of resolution, at the end of the day where possible. If parents are unavailable the pupil will be kept until 3:30pm to minimise contact with other pupils when leaving school.