



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.

Good conduct and discipline are based on the principle of respect and consideration for others and a high standard of behaviour is expected of pupils. We have a system of Rules, Rewards and Sanctions, (detailed below). Emphasis is placed on positive behaviour, celebrating achievement and building the confidence and self-esteem of pupils. This is made clear to pupils through the use of praise, written comments, achievement boards, achievement assemblies, house points, certificates, letters home to parents and prize giving. Children are encouraged to celebrate and record their achievements in their individual planner and diary. A stamp system encourages pupils to arrive punctually to lessons, with all necessary equipment and smartly dressed. Positive behaviour is encouraged at all times.

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.

Misbehaviour is normally dealt with, in the first instance, by the class teacher, followed by the relevant Head of Year Group, SENDCo or Behaviour Managers in line with the Rules, Rewards and Sanctions. Parents/Carers are contacted by the Class Teacher, Head of Year Group, SENDCo or Behaviour Managers if there are concerns about poor behaviour. In more serious or persistent cases of unacceptable behaviour, which is against the school rules, a pupil may be excluded by the Headteacher or Deputy Headteacher acting in the Headteacher's absence.

All members of our school are entitled to work and learn free from the fear of abuse, harassment or threats; everyone should feel safe at school. Pupils are regularly told that if they are being bullied, or if they see someone else being bullied or if they think someone is being bullied, they must tell an adult they trust. Governors will consider it a disciplinary offence if a child breaks the school rules and this could lead to exclusion.

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will not be tolerated or passed off as 'part of growing up'.

There is a separate anti-bullying policy and child protection procedures are relevant when the bullying is particularly serious.

Online Safety/Sexting

There is a separate policy in relation to online safety and Parkside Middle School has a robust approach to promoting safety through the curriculum. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos, (sexting). Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature will be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

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: September 2018
Review date: September 2019

Headteacher.....

Chair of Governors.....

Rewards Table

Form of reward	Details
Verbal praise	Verbal praise of the pupils is central to the Parkside ethos.
Stamp on work	Stamps can be awarded for any good work.
Achievement Points	Achievement points are recorded on SIMS. Parents are informed of their child's success weekly through their planners. Each half term, the top eight pupils in each year group are recognised for their achievements and special reward trips and activities are organised. Pupils' names are displayed in a prominent position in the school.
Note home in planner / on a postcard	Teachers may from time to time write personal notes to say that pupils have done well in some way at school.
Subject certificates	In some subjects such as Maths and French pupils collect stamps or 'bravos'.
Letter home	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.
The further rewards of good behaviour and effort...	At Parkside there are always special activities being organised. These include sporting activities, residential visits, educational visits and other opportunities to represent the school.
Specific rewards note:	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.
	Pre-Stages	Subject Teacher	Assertive Discipline Strategies*	Note in planner	Follow up notes in planner. Record in SIMS	N/A
	Stage A Uncorrected poor behaviour in class. Repeated homework problems	Subject Teacher	Detention (Break/Lunch) Given by teacher putting on an A (at discretion)	Note in planner (Not for Homework)	Records Incident in SIMS	Stage expires (six school days)
	Stage B Misbehaviour continues for one teacher or is poor in two or more subjects. Repeated lunchtime problems	Subject Teacher Buddy Class Teacher Parents Dinner Supervisors	Detention (After School) Given by teacher placing pupil on B for poor behaviour (at discretion)	Detention sheet** Ten day behaviour log (Green Sheet)	Records Incident in SIMS Contact parents, meet if needed	Good behaviour for ten school days returns to pre-stages
Removal (Persistent disruption of the lesson) SLT or available member of staff	Stage C More incidents within ten days of stage B, or a serious incident	Subject Teacher Class Teacher Pastoral Manager Parents	Detention (After School)	Detention sheet** Ten day behaviour log (Yellow Sheet)	Records Incident in SIMS Contact / meet parents with Pastoral Manager	Good behaviour for ten school days. Return to stage A or B if needed for 5 days
'Red ! card' Is a danger to self or others	Stage D More incidents within ten days of stage C, or a very serious incident	Subject Teacher Class Teacher Pastoral Managers SLT Parents	Isolation, Parents meet with SLT (Fixed term exclusion in severe cases)	Behaviour Contract Ten day behaviour log (Red sheet)	Regular communication with parents, monitor behaviour log	No Removals or incidents for ten school days. Return to stage B (One week only)
	Stage D / Log Book continues for ten days or further serious incidents	Class Teacher Pastoral Managers SENCO SLT (to chair meetings) Parents Governors	Rewards / sanctions agreed on PSP Fixed term exclusion	Log Book/PSP Access and inclusion informed. Governors informed at governors meeting	Regular communication with parents, monitor Log Book/PSP	Meet % Log Book/ PSP targets (Up to 16 weeks) Return to stage B for 2 weeks
	Final Stage PSP targets not met in agreed timescale	Pastoral Managers SLT 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.