



# Park School for Girls

## Behaviour Policy

**This policy applies to all pupils in the school, including those in the EYFS". In the case of this particular policy, in the light of the references under 'objectives' to 'every member of the school'**

Park School has a tradition of nurturing strong and positive relationships based on the principles of negotiation and trust. We allow our students to grow and develop into well rounded and confident individuals because we give them the time and support that they need. This means giving them space to navigate their adolescence without fear of being judged in a non-negotiable manner. We trust them because we want them to trust us.

We respect that every child is different and has different needs at different times. We therefore aim to negotiate and support them within the framework of certain behavioural expectations. Appropriate methods are implemented to manage children's behaviour including detention, usually at lunch time, praise and reward and excellent school- home links.

Mutual respect underpins the community at Park School, we work hard to provide a safe environment where each student feels included in every aspect of school life and confident to voice their opinions. This is promoted through the 'Park School Way.'

The Behavioural Policy outlines certain expectations from all our students in terms of their behaviour and the strategies that will be put in place to support them in reaching these expectations. This may include sanctions where necessary and extend to all members of our school community. Good behaviour and self-discipline are conducive to effective learning, and are vital for pupils to carry with them both during and after their school years.

This policy is written with due regard to the following guidance:

DfE Behaviour and Discipline in Schools 2016

The Education Act of 2011

Education and Inspectors Act 2006

Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies  
Independent Schools Standards Regulations

It should be read in conjunction with the following school policies:

Anti-Bullying Policy

Mutual Respect Policy

The Park School Way

Equal Opportunities Policy

The Safeguarding Policy

Drugs Policy

One of the principal aims of our educational approach is to enable students to understand and take responsibility for their actions as well as the promotion of self-discipline; to contribute to their own personal development and that of the school. We keep day to day rules to a minimum. Those we have are there to ensure that Park School remains a safe environment where learning can take place. The core concept of the Behavioural Policy is that everyone should feel safe and valued in the community. Every student and member of staff has a set of rights. These come with responsibilities to ensure that the rights of others are not infringed. **They are encapsulated in the Mutual Respect Document, which has been written by and is reviewed and updated by students.** Sanctions may be applied as a consequence of undesirable behaviour, with each case being considered on its merits to ensure that any sanction is appropriate and proportionate.

The Head Teacher will ensure that structures and procedures embedded in the operation of the daily life of the school prevent poor behaviour (including bullying) and promote good behaviour.

For the Early Years Foundation Stage policy see below.

**Guiding principles: The Park School Way and the Mutual Respect Policy (to be read out at the first assembly each year by the Head Girl)**

- ✓ **Everyone who studies, works and teaches at Park School should be considerate, generous and respectful towards each other.**
- ✓ **Everyone has an equal right:**
  - **to learn and succeed**
  - **to feel safe and secure**
  - **to be free from threats, intimidation and physical or verbal abuse.**
- ✓ **Everyone needs to take responsibility for their own actions.**

Adults will not raise their voice in a threatening way. As a team, we will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Teachers will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, particularly in respect of pupils with SEND, staff and the school as a whole, need to consider whether any patterns of behaviour may indicate a possible safeguarding concern, and whether the behaviour under review gives cause to suspect that a child is suffering, or likely to suffer, significant harm. Where this may be the case, staff should follow the schools' safeguarding policy. They should also consider whether

continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

The school works in partnership with parents to achieve improvements in behaviour when their children do not maintain expected standards.

### **Rewards Policy**

Park School advocates a strong emphasis on praise and rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Teachers will praise and endorse desirable behaviour such as kindness and willingness to share, as well as 'success' in its broadest sense, whether academic, sporting, artistic, cultural or enhancing the community.

#### **Rewards:**

In addition to the personal satisfaction which results from a job well done, pupils who demonstrate excellence in terms of achievement and/or effort in any area of School life will be acknowledged as appropriate through:

- Being verbally praised during lessons when trying to the best of their ability and/or attaining high standards.
- Having their achievement recognised and recorded in their marked work, subject assessments, reports and references.
- Having their best quality work placed on display.
- Receiving awards at the Annual Prize Giving Ceremony.
- Being awarded House Points for appropriate achievement and effort.
- Being awarded Certificates for gaining above a specified number of House Points
- Being selected for positions of trust and responsibility.

### **House Point System**

Points may be awarded for (dependent upon teacher's assessment of age and ability of pupil)

Achievement  
Effort  
Behaviour

### **The Points Scheme**

There are three merit certificates available, which can be awarded to individuals for either, achievement, effort or behaviour, on the following basis:

Overall Points:	25	Bronze Certificate
	50	Silver Certificate
	75	Gold Certificate
	100+	Head Teacher's Award

### **House Reward**

Certificates/Awards are normally presented by the Head Teacher at Whole School assemblies.

The House Trophies are presented at Prize Giving for the House with the most points in certain categories, Poetry, Art, Music, Work and Effort, Dance, Athletics and Netball.

At the end of each year, the House with the most House points is awarded with a House treat paid for by the school.

The school communicates with parents to celebrate when pupils have behaved well and to inform them about the rewards/awards gained.

### **Sanctions**

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school acknowledges that punishments should not breach any other legislation (for example in respect of disability, special educational needs, race, religion and other equalities and human rights) and it must be reasonable in all the circumstances.

The school's aim is always to keep rules and sanctions to a minimum. It is the aim of the school to be positive rather than negative, but a variety of sanctions are available to deal with poor work or behaviour. The school is aware of the need to make reasonable adjustments in disciplinary matters in accordance with a pupil's SEND. This is a whole school expectation.

Disciplinary action will also be taken against pupils who are found to have made malicious accusations against school staff.

In the event where a pupil displays continuous disruptive behaviour, the school will liaise with local agencies to assess the pupils needs, to provide such pupils with support.

As a general rule staff always warn a child before giving a sanction, making it clear:

- Why the pupil's behaviour is not acceptable.
- How the pupil needs to behave instead.
- What will happen if behaviour is not adjusted?

The teacher is responsible in the first instance for dealing with and recording minor infringements such as lateness, casual rudeness in class, late or poorly completed work.

#### **A. Senior School**

Stage 1: Additional work may be set or the pupil may be asked to re-do unsatisfactory work.

Stage 2: House points may be deducted, and the appropriate Form Teacher informed.

Stage 3: A student may develop a pattern of missing assignments/poor behaviour. It may be appropriate to consult with a student's Form Tutor before any further steps are taken. He or she may be aware of some mitigating factor that is not generally known to staff. There may also be evidence of a general pattern of avoidance.

After consultation, it may be decided to raise the question at Staff Briefing. Input from other members may help to clarify the issue. If the case appears to be that there is evidence of a general pattern of avoidance, it will be addressed by the Form Teacher, various strategies are then available, such as exploring ways to support the student and telephoning parents. The conversation and outcome should be recorded on the appropriate form.

## Further measures

Stage 4: Should the problem persist; a letter will be sent home to parents via the Form Teacher. A copy of the letter will be put into the student's file. This process ought to be used after two consecutive failures to complete homework, or for other general concerns.

The problem may require a report from each subject teacher on the progress of the pupil. This will focus on the performance of the student.

A more general report may be gathered from staff, relating to attitude and progress.

Staff will discuss the resulting report in Briefing the following week. The following action will be taken:

The Form Tutor telephones parents about their daughter's progress. The student has an interview with Mrs Nicholas or Mrs Clayden about her progress.

A letter containing the interim report is sent home to parents. Parents will be invited to discuss their daughter's progress with Mrs Nicholas or Mrs Lacey and the Form Teacher concerned.

## On Report

Persistently poor academic or behavioural performance may result in the Head Teacher requiring a pupil's teachers to make written comments on her performance at the end of every lesson she attends for a period of one or two weeks. Parents will be informed if a pupil is placed on report. Parents will always be informed in writing.

Persistently poor academic or behavioural performance may also result in the Head Teacher meeting with the pupil weekly in order to offer counselling and support in helping the pupil to consider ways in which to correct their behaviour.

## Removing students from lessons

It may be appropriate from time to time to remove a student from lessons. This is difficult to achieve on an ad hoc basis in the school, as there is no supervised area set aside for this purpose. Pupils may be directed to the Head Teacher's office.

It may be possible to have a student working outside a teaching room for a short period. This should be arranged with the relevant member of the Pastoral Team. Supervision by a member of the Pastoral Team in a different location may also be appropriate. Parents will always be informed in writing.

## Detentions are given for:

Lateness to school – twice in a week, or three times in a fortnight.  
Consistently missing homework.

More serious misdemeanours.

Detention letters require a signature from the Senior Pastoral leader, Mrs Lacey, and a parent or carer. The letters will be posted home for signature, and should be returned to the Senior Pastoral leader who keeps a record of all detentions.

Detention usually takes place on a Thursday from 3.30p.m. to 4.30 p.m.

Detention within the school day:

Pupils who have missed homework on two occasions may be kept in detention at lunchtime.

Referral to Pastoral Staff or the Head Teacher may be used for a situation that requires immediate action, or to provide a cooling off period.

Class detention is available if a teacher feels a whole class needs to be punished. It should be used to focus the group on ways in which they can all contribute to improving the learning environment.

Lunchtime and break time detention may be used as a punishment for more serious disciplinary breaches, acting as a kind of internal exclusion.

All detentions and letters home are filed with pupils' records.

### **Year 11 only**

Year 11 are allowed to leave the premises at lunch time. This privilege will be suspended if they fail to return to school in time for afternoon registration.

### **B. Sanctions (Prep School – Key Stage 1 and 2)**

All adults will be a positive role model for children with regard to friendliness, care and courtesy. We praise the children constantly for positive behaviour. The Preparatory School expects every member of their community to behave in a considerate way towards others.

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Poor behaviour in the Preparatory School is dealt with by class teachers and the Head of the Preparatory School. Seriously poor behaviour is rare and sanctions include missing playtime and loss of other privileges.

- In case of serious behaviour such as bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. This is explained to parents at the end of the day.

- Any problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. If a child smacks or hurts another child or adult, a member of staff will explain to the child what they have done wrong and possibly remove them from the situation. If a child is displaying any other forms of inappropriate behaviour with the risk of hurting themselves, others around them or their environment, the child will be told 3 times that this action is inappropriate and then removed from the situation as stated previously.
- We always encourage children to say they are sorry. Children will never be sent out of the room or left unattended in any situation.
- Recurring problems will be tackled by staff, in partnership with children and parents using objective observations to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a special need; to support this a practitioner may implement an individual education plan (IEP), and they will be given one to one support and work together to resolve behaviour issues.
- Parents and carers will be told at the end of the day if their child has hurt another child or it has been necessary to have a 'calm down' time.
- Children will be constantly reassured that they are always valued as individuals even if their behaviour may be unacceptable. We work together to solve any problems.
- Physical punishment such as smacking or shaking will never be used nor threatened.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

#### **The role of parents**

- Teachers collaborate actively with parents, so that children receive consistent messages about how to behave at home and at school.

### **C. For Key Stage 2**

- Stage 1: Additional work may be set or the pupil may be asked to re-do unsatisfactory work.
- Stage 2: House points may be deducted by the Class Teacher.
- Stage 3: A student may develop a pattern of missing assignments/poor behaviour, or a general pattern of avoidance. It may be decided to raise concerns with subject specialists at Staff Briefing. Input from other members may help to clarify the issue. If the case appears to be that there is evidence of a general pattern of avoidance or concern, the Class Teacher will invite the parents to come in. The conversation and outcome should be recorded on the appropriate form.

## Further measures

### Removing students from lessons

It may be appropriate from time to time to remove a student from lessons. This is difficult to achieve on an ad hoc basis in the school, as there is no supervised area set aside for this purpose. Pupils may be directed to the Head Teacher's office or sent to the adjoining class.

### Detentions within the school day, such as break or lunch time are given for:

- Consistently missing homework.
- More serious misdemeanours.
- Class detention is available if a teacher feels a whole class needs to be punished. It should be used to focus the group on ways in which they can all contribute to improving the learning environment.

Lunchtime and break time detention may be used as a punishment for more serious disciplinary breaches, acting as a kind of internal exclusion.

All detentions and letters home are filed with pupils' records.

Persistent concerns are raised in the first instance with the Head of the Preparatory School, should a problem persist, or the teacher feels there may be safeguarding concerns the issue will be referred to the Head Teacher.

## Whole School Policies

### 1. Confiscation

It is our priority to ensure students are in a safe and secure environment when they are in our care. Any items that may jeopardise the safety of other students or themselves will be confiscated without notice. Following guidance set out by the Education and Inspections Act of 2006 our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means staff may confiscate or seize items in the possession of students that are illegal or banned by the school.

A teacher or someone who has lawful control of the student can search students and their possessions **with their permission** to look for any item that the school states must not be brought in to school. As we are an all-girls school, only female staff have the authority to search a pupil, and this must be after having sought permission from the Head Teacher and in the presence of, either the Head of the Preparatory school, if a Prep student or the Head Teacher, if a Senior student.

The Head and other members of staff authorised by them, have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'.

Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Legal highs
- Stolen items
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm.

The staff will give a clear indication of what they do with items which are confiscated.

- Return items after a given period (e.g. items banned from school, such as mobile phones, certain toys)
- Destroy items (e.g. pornography, tobacco, alcohol)
- Hand items to the police (e.g. banned substances, knives and weapons, stolen items).

**The Education Act of 2011** allows for staff to take possession of an electronic device to examine any data or files on the device if they think there is good reason to do so. Where possible, we would seek to work in a way where the pupil themselves takes responsibility for the situation, for example, by deleting any inappropriate content themselves.

Mobile phones are not permitted during the school day, they are collected by form tutors at morning registration and returned to pupils at dismissal.

Earrings that do not conform to the school rules will be confiscated and returned to the pupil at the end of the day.

## 2. Monitoring

Behaviour of the individual is closely monitored by subject staff, tutors, the Pastoral Team, the Head of the Preparatory School and the Head Teacher.

We monitor behaviour

- a) for patterns and trends
- b) for possible safeguarding concerns
- c) to evaluate the effectiveness and consistency of the school's approach
- d) the formal monitoring of the log of serious disciplinary sanctions, and whether this also involves governors.

The behaviour policy is available to all staff via the staff shared area and read with the staff once a year as part of INSET, to ensure all staff, particularly new staff, understand the school's approach to behaviour management.

### **Suspension and permanent exclusion whole school policy**

There are several types of behaviour that may lead to exclusion.

Where a pupil's behaviour is unacceptably poor or where low level misbehaviour has accumulated into a situation where warnings have been given in writing to parents and pupil the Head may decide to suspend a child from school for an appropriate period – usually between 1 and 5 days.

Where appropriate the school may decide to place a child in isolation for a day or more. Isolation means that a child will be required to work on their own, under supervision, and be removed from the playground at Break and Lunchtime. The precise nature of the isolation sanction is subject to change and variation.

In extreme cases of misbehaviour, a pupil may be permanently excluded from school. In such cases the pupil will be suspended by the Head pending confirmation from the Chair of Governors (or other named governor) that the pupil can be excluded.

Suspensions and permanent exclusions are recorded in the Serious Misbehaviour File and on the pupil record.

### **3. Behaviour outside school**

The behaviour of students outside school on school 'business' such as school trips and journeys, sporting fixtures or work experience placements is subject to the school Behaviour Policy. Inappropriate behaviour outside school will be dealt with as if it had taken place in school. For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion, then the Head may decide to exclude.

In accordance to the DfE guidance 'Behaviour and Discipline in Schools 2016' the Head Teacher and Staff have the power to discipline pupils for events which take place off the school site. Examples where this is appropriate include:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The right to discipline pupils extends not just to 'off the premises' but also 'out of school hours'.

#### 4. Park School for Girls Policy for Exclusion of Pupils

##### **Rationale**

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of the school community to achieve three important aims:

1. To ensure the safety and well-being of all members of the school community.
2. To maintain an appropriate educational environment in which all can learn and flourish.
3. To realise the aim of reducing the need to use exclusion as a sanction.

##### **Introduction**

Exclusion is an extreme sanction and is only administered by the Head Teacher, or her designated deputy in her absence.

The decision to exclude a pupil will be taken in the following circumstances:

- a) A serious breach of the school's Behaviour Policy has taken place.
- b) Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, or others in the school.

Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon\*
- Arson

This is not an exhaustive list and there may be other circumstances where the Head Teacher, or her deputy, makes the judgement that exclusion is an appropriate sanction.

##### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. A final, formal step in a concerted process for dealing with disciplinary offences which follows the use of a wide range of other strategies which have been unsuccessful. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. It might be used in response to persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession of, and/or use of an illegal drug on school premises.
2. It may be used in exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another pupil or a member of the school staff,
  - Sexual abuse or assault,
  - Supplying an illegal drug,

Carrying an offensive weapon,\*  
Arson

The school will consider police involvement for any of the above offences

*\*Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.'*

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

### **General factors the school considers before making a decision to exclude**

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head Teacher will:
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour, Equality and Racial Equality Policies.
- Allow the pupil to give her version of events.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.

If the Head Teacher is satisfied that on the balance of probabilities that pupil did what she is alleged to have done, exclusion will be the outcome.

### **Exercise of discretion**

In reaching a decision, the Head Teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher will consider:

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy,
- the effect that the pupil remaining in the school would have on the education and welfare of other pupils and staff.

Nonetheless, in the case of a pupil found in possession of an offensive weapon or illegal substances, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors when considering the Head Teacher's decision to exclude. The Head Teacher or deputy will explain the reasons for the decisions and will look at appropriate evidence, such as the pupil's school record, witness statements and the strategies used by the school to support the pupil prior to exclusion. Ultimately the decision to permanently exclude a pupil will be made by the Head Teacher, after consultation with staff and the Chair of Governors.

Parents have the right to appeal to the Governing Body against the decision to permanent exclude their child, if they feel the grounds or the process for permanent exclusion as outlined in this policy have not been followed.

### **Drug related exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Head Teacher or deputy will have regard to the school's policy on drugs and will also seek advice from the Board of Governors.

The decision will depend on the precise circumstances of the case and the evidence available.

### **5. Corporal Punishment**

The school does not use or threaten corporal punishment under any circumstances. No punishment is used which may adversely affect a child's well-being.

### **6. Physical intervention**

Staff do not handle children unless there are specific reasons to do so. If a child or children are in immediate danger of harm and the teacher is in a position to intervene physically to prevent this harm, then the teacher will do so and the degree of force used should be the minimum needed to achieve the desired result.

Section 93 of the Education and Inspectors Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do any of the following:

- Cause personal injury to, or damage to the property of, any student (including herself),
- Committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older student).

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Head has given the responsibility to be in charge of or in control of students. Staff can also use force when they are lawfully in charge of students but off the school premises (i.e. on a school trip).

Physical intervention is used as a last resort and is kept to a minimum. Any teacher having to resort to physical intervention informs their line manager and the Head Teacher of the incident at the earliest opportunity and the incident is recorded in writing.

Any incident involving the use of force, will be communicated to the parents concerned.

Any incident involving the use of force, will be recorded by the school and documented in the student's file.

## **Behaviour and Discipline Policy - EYFS**

This policy represents the agreed principles for behaviour and discipline in Reception.

The Reception class teacher representing Park School has agreed this policy.

### **Aims and expectations**

It is the primary aim of Park School that every member of Reception feels **valued and respected**, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The behaviour policy for the Reception class is therefore designed to support the way in which all members of Reception can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims outlined below.

At Park School, we believe that children and adults flourish best in an ordered environment without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem, where their respect for others to ensure everyone knows what is expected of them and children are free to develop their learning in an atmosphere of mutual respect and encouragement consistent with the Park School Way. **Amina Haq** is the named practitioner responsible for behaviour management issues in Reception.

### **In order to achieve this at Park School:**

- Appropriate methods are implemented to manage children's behaviour including distraction, praise and reward and excellent school- home links.
- Children are given 3 opportunities to show appropriate behaviour. In the unlikely situation of this unwanted behaviour continuing they are given a period to 'calm down' with an adult. The parents would be informed about the inappropriate behaviour at the end of the session.
- All adults caring for children at Park School will ensure that the ideas of the Reception are applied consistently, so those children have the security of knowing what to expect and can build up useful habits of behaviour. It has to be remembered that we are not born knowing how to share and play co-operatively and the children need not only to be told but also to learn by example.
- In case of serious behaviour such as bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. This should be explained to parents at the end of the session.
- All adults will be a positive role model for children with regard to friendliness, care and courtesy. We praise the children constantly for positive behaviour. Reception expects every member of their community to behave in a considerate way towards others.

- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults in Reception will praise and endorse desirable behaviour such as kindness and willingness to share.
- Adults will not raise their voice in a threatening way. As a team, we will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Adults in the Reception will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

**When children behave in unacceptable ways:**

- Any problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. If a child smacks or hurts another child or adult, a member of staff will explain to the child what they have done wrong and possibly remove them from the situation. If a child is displaying any other forms of inappropriate behaviour with the risk of hurting themselves, others around them or the Reception environment, the child will be told 3 times that this action is inappropriate and then removed from the situation as stated previously.
- We always encourage children to say they are sorry. Children will never be sent out of the room or left unattended in any situation.
- Recurring problems will be tackled by staff, in partnership with children and parents using objective observations to establish an understanding of the cause.
- Techniques intended to single out and humiliate individual children such as a 'naughty chair' will not be used.
- Adults will be aware that some kinds of behaviour may arise from a special need; to support this a practitioner may implement an individual education plan (IEP), and they will be given one to one support and work together to resolve behaviour issues.
- Parents and carers will be told at the end of the session if their child has hurt another child or it has been necessary to have a 'calm down' time.
- Children will be constantly reassured that they are always valued as individuals even if their behaviour may be unacceptable. We work together to solve any problems.
- Physical punishment such as smacking or shaking will never be used nor threatened.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the Reception community.

Park School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**The role of parents**

- The Reception teacher collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

- **Monitoring and review**
- The Reception teacher will monitor the effectiveness of this policy on a regular basis and report to the management team on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- The Reception class teacher keeps a record concerning individual incidents of misbehaviour for key children. The staff record those incidents in their 'Behaviour record book' file when a child is showing repetitive signs of bad behaviour. This is then shared daily at the end of the session with the child's parents.

**This policy will be reviewed by the Governing Body annually.**

<b>Revised by the Head Teacher</b>	<b>Mrs A Nicholas</b>	<b>September 2018</b>
<b>Approved by Chair of Governors</b>	<b>Mr Smith</b>	<b>September 2018</b>
<b>Date for review</b>		<b>September 2019</b>

