

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



PARKSIDE
SCHOOL

Edition: 6 May 2020

DISCIPLINE & BEHAVIOUR MANAGEMENT POLICY

**This policy is applicable to the whole school,
including the Early Years Foundation Stage (EYFS)**

References:

ISI: Commentary on the Regulatory Requirements 2019-09 (September 2019)
Keeping Children Safe in Education (September 2019) (*KCSIE*)
Working Together to Safeguard Children (August 2018) (*WT*)
Statutory Framework for the Early Years Foundation Stage (Childcare Act 2006) (revised April 2017)
DfE non-statutory advice '*Behaviour and Discipline in Schools*' (January 2016)
Education (Independent Schools Standards) (England) Regulations 2014
Equality Act 2010
DfE Circular 10/98 (Section 550A of the Education Act 1996)

1. Introduction

Parkside School (the School) is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people.

The School, including EYFS, does not threaten or use any form of corporal punishment.

2. Scope of this Policy

All pupils are expected to behave in a positive and responsible way at all times. The primary purpose of a school is learning. The purpose of discipline within a school is to provide a clear and easily understood framework of positive behaviour and standards so that learning can take place and each pupil can feel respected, safe and valued. The School expects pupils to think carefully about their own behaviour particularly in relation to others.

This means that pupil behaviour should demonstrate:

- courtesy and good manners
- respect for self and others
- respect for property and the environment
- safety
- working to the best of one's ability
- honesty, truthfulness and caring for one another

3. Aims

To achieve this the School aims to:

- *To create a happy, safe and nurturing environment.*
- *To provide opportunities for our pupils to achieve their full potential through exciting, excellent and innovative teaching and learning.*
- *To present circumstances for our pupils to develop inquisitive and enquiring minds, where they embrace challenge with confidence and develop the skills for their future paths.*
- *To promote respectful, fair, well-rounded and confident individuals.*
- *To prepare an inspiring, diverse and challenging education where our pupils' passions and talents are discovered, celebrated, nurtured and developed.*

In order to create a positive atmosphere, the School has established a healthy balance between rewards and sanctions. As part of this Policy, we believe that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability and the use of discriminatory language. Everyone has the right to feel secure and to be treated with respect, particularly the vulnerable. Harassment, anti-social behaviour and bullying will not be tolerated.

Links to other policies

- Anti-Bullying Policy
- Complaints Policy
- Equal Opportunities Policy
- Exclusion Policy
- IT Acceptable Use Policy
- Parent Contract
- PSHEE Policy
- Remote Learning Policy
- Safeguarding Policy
- Staff Code of Conduct
- Staff Handbook

Involvement of parents:

It is expected that parents will support the School's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and homework.

Involvement of other agencies:

The School has access to counselling facilities, educational psychologists and the educational welfare service at the local authority. The School has a good working relationship with the local authority and complies with their safeguarding procedures.

4. EYFS – Nursery and Reception EYFS

It is central to the philosophy of the EYFS that staff are positive at all times towards the children. All staff within the EYFS aim to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- Positive role modelling
- Maintaining a happy, secure, calm, orderly environment in which effective learning can take place
- Planning a range of interesting and stimulating activities
- Setting and enforcing appropriate boundaries and expectations.
- Providing trust and mutual respect for everyone.
- Providing positive feedback through praise and stickers as a form of encouragement.

We understand that good relations and good manners, in a secure learning environment, play a crucial part in the development of intellectually curious small children. With small children we discuss inappropriate attitudes and practices. We talk about why such actions are unacceptable and why kindness and understanding the needs of others are paramount. In the EYFS, there are very occasional times when a child's behaviour presents challenges that may require physical intervention.

Definitions. There are three main types of physical intervention:

- Positive handling: The positive use of touch is a normal part of human interaction, it may be appropriate in a range of situations:
 - giving guidance to children
 - providing emotional support
 - physical care (first aid or toileting)

Our staff will exercise appropriate care when using touch.

- Physical Intervention. Physical intervention can include mechanical and environmental means to ensure a child's safety.
- Restrictive Physical Intervention. This is when a member of staff uses physical force intentionally to restrict a child's movement against their will.

When can restrictive physical intervention be used? It can be justified when:

- A child is injuring themselves or others, or about to.
- A child is damaging property, or about to.

Duty of care means that staff might use restrictive physical intervention if a child was trying to leave the Pre Prep or Nursery buildings, and it is judged that the child would be at risk. The aim in using restrictive physical intervention is to restore safety, both for the child and those around.

Who can use restrictive physical intervention?

Where possible, a member of staff who knows the child best will be involved in using the restrictive physical intervention as this person is also most likely to be able to use other effective methods to keep this child safe. In an emergency, anyone can use restrictive physical intervention as long as it follows our policy.

Recording and reporting

Any use of physical intervention will be recorded and this will be completed within 24 hours of the incident. Parents / carers of the child will be notified of an incident by phone and invited in for a meeting on the same day. A letter outlining the event and the outcome will follow the face-to-face meeting. A written copy of the incident will be kept by the Deputy Head with copy to the Head.

In the EYFS any behaviour which is unacceptable is dealt with immediately in a sensitive way. Children will be removed from the situation and with a member of EYFS staff the child involved will be talked to in a calm way so they understand why the behaviour was not acceptable. Parents will be informed about all incidents of unacceptable behaviour in the EYFS as clear channels of communication and parental involvement will support the child. If there are regular incidents of repeated incidents the Deputy Head will talk to the child and contact parents.

5. PRE PREP (Reception EYFS, Years 1 and 2)

We believe that effective behaviour management is one that has high expectations and supports pupils in developing self-discipline and a positive self-image. Self-esteem affects all thinking and behaviour and we believe that this impacts on learning and performance. We aim to provide positive experiences and reward good behaviour. By reinforcing good behaviour, we provide role models in both the classroom and playground emphasizing our high expectations and encourage achievement. High expectations of behaviour are encouraged for all the pupils within a nurturing, calm, well-disciplined environment. It should never be forgotten how effective a simple word of praise and congratulation may be either in or out of the classroom and we believe in “catching them being good”.

Rewards

- Pupils receive Stars for their chart from Form Teachers for good work, attitude or behaviour. Once the chart is complete a certificate is presented in Assembly from the Deputy Head.
- Every week, a “Star of the Week” certificate is presented in Assembly to a pupil who has worked hard and shown excellent effort.
- A Maths and English certificate is given out each week in Assembly to pupils who have achieved good results in their work.
- A playground badge is given out each week in Assembly to pupils who have played well and been kind to their peers.
- Head’s Awards are given out during Friday assemblies for exceptional reasons for pupils in Year 1 and 2.
- End of term prizes are awarded to two pupils in each class.
- The Honours Board Cup is given out at Prize Giving to one recipient in each year group.

Sanctions

- Classroom discipline. This is in the remit of the Form Teacher, under the guidance of the Deputy Head and in accordance with School policies. A pupil who misbehaves either in the classroom or the playground is given a verbal warning. In Years 1 and 2, if warnings are repeated the pupil will receive a demerit. If 6 demerits are received, pupils will see the Deputy Head or the Deputy Head of Pre Prep. Once a pupil has 10 demerits, parents will be informed.
- A cause for concern will be filled in for persistent unacceptable behaviour and given to the Deputy Head to keep on file.
- For major/consistent offences, a pupil will be sent to the Deputy Head for further action and parents will be called. A log of incidents will be recorded and if behaviour does not improve then parents will be called in for a meeting with the Head.
- The Deputy Head will call a parent immediately for any aggressive behaviour towards others and an action plan will be agreed.

6. PREP SCHOOL

Rewards

It should never be forgotten how effective a simple word of praise and congratulation may be either in or out of the classroom. Other types of reward in the Prep School are as follows:

- **Merits**

The system of rewards is built around Merits and the House system which these affect. In return for good work, improvement or for good conduct, a Merit may be given. These are awarded by staff and logged on SchoolBase. House badges are awarded once several merits have been attained. The House Cup is awarded at the end of term for the House with the highest number of merits.

- **Head of Year/Head's Awards**

- Head of Year Awards can be awarded by any member of staff for individual achievement and are signed by the Head of Year. These awards can be given out in School, House or Divisional assemblies.
- Head's Awards are given in recognition of an outstanding piece of work, effort or achievement. The Head's Awards are given out in Assembly and commendation in the newsletter.

- **Spirit of Parkside**

The Spirit of Parkside (Pussdog badge) is awarded weekly by the class teacher to an individual who has upheld elements or all the Pussdog Code.

- **End of Term Awards**

- Awards for achievement and progress on both Sport and academic are awarded during end of term Assemblies in the Autumn and Spring Terms.
- At the end of the Summer Term, prizes for Year groups, cups and certificates are awarded at Prize Giving.

Sanctions

The aim is to provide a clear protocol for staff and parents on how the School responds consistently to pupil misbehaviours. We want pupils, parents and staff to have a discipline system which is transparent, understandable and fair:

- **Demerits**

Demerits are given to pupils if they choose to make the wrong choice after a verbal warning from staff. These are logged in the Secure Zone on Staff Share denoting the reason and dated by the member of staff. If a pupil receives 6 demerits they will be required to attend a discussion time with the Discipline Lead. If a pupil continues to make poor choices or the offence is extreme enough then a phone call will be made to parents, and the Head of Year and Deputy Head informed.

- **Report Card**

These will be issued to pupils whose behaviour requires close monitoring. A report card will be issued after due discussion and following consultation with the Discipline Lead, Head of Year, Deputy Head and the Head. The Card may be given for academic or for conduct reasons and the normal duration of a Card is one week. Each lesson of the day, and this includes breaks and lunch the Card must be signed by the Teacher or the member of Staff on duty noting merits or demerits. The Card is reviewed each evening by the Form Teacher, Deputy Head or Head and sent home for the parent to initial. Provided that the Card is satisfactory at the end of the week and that it has led to a marked improvement in conduct or work, a photocopy of the Card is sent home. The original Card is retained by the School being placed on the pupil's personnel file. In the event of the Card not being satisfactory, it may be extended, and the parents may well be invited to meet with the Deputy Head or Head.

- **Detention**

In the event of extreme behaviour such as violence/aggression towards peers or rudeness, pupils will attend a detention session, usually held during lunchtime. Work relevant to the offence is provided by the Discipline Lead or the Deputy Head who will supervise the session. Parents will be notified by phone in advance of the detention with the reason explained.

Parent Discussion Form

Any meetings with parents regarding behaviour will be logged on a Parent Discussion Form and a copy sent to the Head.

7. Managing Pupil Transition

The School believes in carefully managing the transition of the pupils through all year groups, not only from EYFS (Nursery) through to Pre Prep Reception EYFS, Year 1 and Year 2, but also in preparing pupils for the Prep department and later for the 11+, and Common Entrance/Scholarship and on to senior schools.

- Existing pupils in the Nursery, Pre Prep and Prep will have an induction day to meet their new teachers at the end of the summer term. New pupils are also invited in for the day to meet their new classes.
- New Pupils will come for 'Taster days' in the Pre Prep and the Prep School. These days are as much about making prospective pupils feel welcome as they are about assessing the pupil.
- There are 'handover meetings' at the end of every academic year and pupils are constantly monitored in staff meetings. We ensure that any specific pupil support systems or strategies are adhered to as each pupil moves through the School. This ensures consistency in behaviour management. We are especially careful in ensuring that transitions for pupils with SEND are carefully managed so they are fully prepared at each stage both internally and externally.
- We are continually building relationships with senior schools and pupils are invited by them to attend their induction days. The Head regularly visits schools to assess their suitability for each pupil, and the Assistant Head (Academics) liaises with senior schools in order to ensure smooth transition for the pupils.
- In Year 8, after the Common Entrance exams, pupils join the Leavers' Enrichment Programme. They learn valuable life skills which prepare them for all aspects of their move to senior school including team building, First Aid, talks on drugs, abiding by school rules and the law and life a senior school.

8. Physical Restraint

Everyone has the right to defend themselves against attack. Any member of staff may intervene in an emergency if a pupil is in immediate risk of injury or on the point of inflicting injury on someone else or damage to property. The *DfE Circular* referenced above clarifies the powers of teachers and other staff who have lawful control or charge of pupils either on the premises or on approved extra-curricular activities, to use reasonable force to prevent pupils committing a crime, causing injury or damage to themselves, others or property, or to prevent behaviour prejudicial to the maintenance of good order and discipline.

GUIDELINES

1. The law clearly forbids a teacher to use any degree of physical contact which is deliberately intended to punish, or primarily cause pain, injury or humiliation. The legal position: The touching, physical restraint, use of force against or constraint of a pupil is something to be approached with great caution. Such acts may result in accusations of either criminal offence or result in civil action.
2. Restraint of a pupil is permitted when the pupil is:
 - a) committing any offence
 - b) causing personal injury to, or damage of any person
 - c) engaging in behaviour prejudicial to the maintenance of good order and discipline
3. Examples quoted include:
 - a) where pupils are fighting
 - b) on the verge of committing a deliberate damage or vandalism to property
 - c) causing themselves or others to be at risk of damage by accident
 - d) through rough play or the misuse of dangerous materials or objects
 - e) pupils running in corridors or stairways in such a way as to endanger the safety of others or where a pupil persistently refuses to obey an order to leave a classroom, or behaves in such a way as to seriously disrupt a lesson.
4. Restraint in any of the above circumstances must only be used when there is **no alternative** to use of physical restraint.
5. Restraint may involve blocking the path of pupils, positioning oneself between pupils, touching, holding, pushing, pulling or leading a pupil by the arm or shepherding a pupil away, by placing a hand in the centre of the back.
6. Only in the **most exceptional circumstances** and when there is no alternative can a person justify the use of force upon a pupil which might reasonably be expected to cause injury.

7. Physical restraint must involve the **minimum force** necessary to prevent injury or remove the risk of harm and should be gradually relaxed as the pupil gains self-control. Physical restraint must not be used to gain compliance with staff instructions when there is no immediate risk to the pupil or to other individuals.
8. As a general principle teachers should not make unnecessary physical contact with their pupils. However, there are occasions when physical contact is appropriate and/or necessary, e.g. on those occasions in the course of teaching when, for example, a pupil is being shown how to use a piece of apparatus or equipment or while demonstrating a move or exercise during PE or IT. The administration of First Aid will inevitably involve physical contact and First Aiders should ensure that others are present in circumstances when physical contact could be misconstrued. Any comforting gestures must always be acceptable to the pupil concerned.
9. Staff are NOT expected to restrain a pupil if, by so doing, they consider they put themselves at unacceptable risk.
10. Any incident resulting in the restraint of a pupil should, if possible, be witnessed by another member of staff and must be written up and dated and a copy lodged with the Head, the DSL and in the pupil's file. Such accounts may be made available to outsiders (parents, governors, consulting professionals). Parents must also be advised on the same day or as soon as reasonably practicable and given the opportunity to discuss the incident.

9. Severe Breaches of Discipline/Misconduct

Should any misconduct endanger the safety and/or well-being of other pupils, staff and School buildings or possessions, the matter must immediately be brought to the attention of the Deputy Head or Head. Action and further investigation will follow immediately, or as near as is practicable. The ensuing procedure will follow the pattern below:

- Counselling
- Counselling with letter sent to parent or guardian about the offence
- Interview with Head, Deputy Head, parents and pupil with warning issued and reinforced in writing
- Suspension
- Exclusion

It is not essential in all cases for all steps to be followed. Clearly in the event of a major breach of discipline, it is possible for the Head to have direct and instant recourse to permanent exclusion. The School's Exclusion Policy makes parents and pupils aware of the more serious sanctions, including suspension and exclusion, which the Head can impose for serious breaches of the rules and regulations, including criminal behaviour.

Examples of serious breaches of the rules and regulations include:

- | | |
|--|---|
| • Alcohol and tobacco abuse | • Persistent disruptive behaviour |
| • Bullying | • Physical assault/ threatening behaviour |
| • Damage to property | • Racist or sexist abuse |
| • Drug abuse | • Sexual harassment |
| • Fighting | • Sexual misconduct |
| • Malicious allegation against staff which is found to be untrue | • Parental behaviour |
| | • Theft |

10. Monitoring, Evaluation and Review

This Policy is monitored, evaluated and reviewed on an annual basis by the Senior Leadership Team.

MM/BH

Reviewed: Summer Term 2020

Approved by the Governors Education Committee: 13.5.20

Board of Governors review: 18.6.20

Next review: Summer Term 2021