PASTORAL/BEHAVIOUR

Introduction

The ethos of a school has a significant influence on the positive behaviour of its children and to this end it is important that it is understood by all concerned and regularly monitored and reiterated.

At Parkside School we have high expectations of both learning and behaviour and feel that the daily interactions between staff and pupils are very important. We believe in a climate of mutual respect, of valuing pupils and a willingness to set aside time to listen.

We also believe that a reward based approach is preferable to a punishment orientated ethos and that both reward and punishments should be seen to be fair and just. Thus the use of rewards is central to school life in daily use whereas sanctions are needed on very rare occasions. Behaviour and level of adult intervention is recorded both in and out of the class situation.

It is important that all staff know what is expected of them and recognise their contribution to the overall ethos of the school. In this way Parkside School has outlined the responsibility of staff in order that a clear structure is apparent to all concerned.

Principles for Providing an Effective Pastoral System

1. Within Parkside School it is recognised that effective learning is supported through an ethos which contains elements of mutual respect between pupils and staff along with the recognition that caring for others develops social cohesion and respect for the needs of individuals.

2. Pupils and staff aim to work collaboratively in all aspects of school life. Families and Governors also have a recognised role to play in supporting the work of pupils and in providing recognition and praise for positive achievement.

3. Pupils who realise their potential and who receive recognition for their achievements are more likely to behave appropriately and develop mature attitudes.

4. Pupils should be working towards developing appropriate relationships with peers, other pupils and staff. Pupils may also work alongside adults other than teachers where suitable behaviour should also be encouraged, e.g. Through Work Experience and involvement in community projects.

5. Tolerance of others and respect for their individual needs should be paramount.

6. Pupils need clear direction/instructions with regard to their behaviour. This can be modelled on an individual basis with other pupils in an assembly for example.

Summer 2016

Parkside School Pastoral/Behaviour

School Policy
Pupils who display challenging behaviour through social, emotional or educational difficulties should receive positive feedback for all aspects of good behaviour that they display.

7. Developing pupil independence and self-control should be an aim for all staff. Pupils will need guidance for the development of strategies to establish appropriate methods of dealing with difficulties. Methods should reflect pupil age and maturity and if used regularly should feature on pupils’ individual education plans.

8. Sanctions should be appropriate to the individual pupil and reflect the seriousness of the incident. Pupils should be encouraged to reflect upon their behaviour and make amends for any wrong doing.

9. Rewards must match the degree of pupil effort and should be designed appropriately to motivate the pupil towards significant achievement.

10. Parents and carers are partners in the education of children and should be encouraged to be involved in celebrating the successes of their children along with working together towards the reduction of inappropriate behaviours.

11. Recording positive and negative behaviour patterns is essential for monitoring pupils’ personal development. Discussion on pupil behaviour features in departmental and full staff meetings. Senior Management should be kept aware of pupils who display persistent difficulties. Pupils who also display effort should be recognised and Senior Management should be involved in the process of recognising pupil efforts. Strategies for dealing with persistent negative behaviour should be formulated in consultation with all parties involved with the pupil to ensure consistency of approach. Agencies outside the school may be involved in setting behaviour management programmes. Staff awareness of behaviour programmes should be encouraged to promote standardisation of behaviour.

12. Each Department will have methods of recognising and rewarding good behaviour and systems for the reduction of inappropriate behaviour. These will reflect the age group and developmental levels of pupils.

**General Principles**

Staff in the Parkside School Community need to be consistent in their approach to children’s behaviour and the following are basic principles which should be adhered to by all staff at all times:-

**Summer 2016**

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Parkside School Pastoral/Behaviour  
School Policy
a) Have a positive approach to behaviour highlighting good examples and role models.
b) Use rewards as much as possible, but match them to the degree of effort or progress.
c) Keep consistent standards in relation to boundaries, rewards and sanctions.
d) Be aware of minor problems and act quickly to avoid them becoming major problems.
e) Be aware of all agreed rewards and sanctions.
f) Make sure that disapproval is always of the behaviour and not of the person.
g) In general use rewards and sanctions listed in the schools guidelines.
h) Avoid ‘whole group sanctions’ where possible.
i) Never use physical punishments under any circumstances.

STAFF ROLES

Class Teacher

The class teacher sets the standard of his or her class by their general management of the lessons they teach and the reward and sanction system they use. In addition to the general principles they should:

1. Be aware of the behaviour of children in their charge and keep records.
2. Encourage good behaviour within the pupil group by using agreed reward systems.
3. Be available to pupils to reinforce good behaviour or deal with poor behaviour.
4. Liaise with Head of Departments with regard to behaviour in their classes.
5. Liaise with parents, carers and professionals with regard to pupils’ behaviour.
6. Record behaviours within the Behaviour Watch Programme at the end of each lesson, between lessons and at break times
7. Liaise with parents, carers and professionals with regard to pupils’ behaviour.

Head of Department

The Head of Pastoral Care for the Department has an overall view of the pupils and staff

Summer 2016
within the Departments. The general principles apply to the Head of Department, but in addition they should:-

1) Be aware of the general behaviour of the Department and monitor good and bad behaviours.

2) Encourage a positive approach towards behaviour management within the Department.

3) Be available for pupils and staff to reinforce achievement and discipline within the Department.

4) Monitor records of behaviour on the Behaviour Watch Programme.

5) Liaise with the Senior Management with regard to behaviour throughout the Department.

6) Liaise with parents/carers and other professionals with regard to pupils’ behaviour.

7) Work with staff to develop pupil centered programmes.

**Deputy Head/Senior Teacher**

The general principles apply to the Deputy Head Teacher/Senior Teacher but in addition they should:-

1. Be aware of the overall behaviour of pupils throughout the school.

2. Encourage a positive approach towards behaviour management within the school.

3. Be available for the Head of Department, staff and pupils to reinforce achievement and discipline throughout the school.

4. Monitor the results of the Behaviour Watch Programme and assist the Heads of Departments and staff in developing specific programmes.

5. Liaise closely with Head Teacher to monitor behaviour throughout the school.

**Summer 2016**
Head of School

The Head of School has an oversight and responsibility for the overall behaviour of the school. In addition to the general principles he/she should:

a) Be aware of general behaviour throughout the school.
b) Be available to positively reinforce achievement throughout the school.
c) Be available to admonish pupils for poor behaviour throughout the school.
d) Where necessary and in close liaison with the governing body, exclude a pupil displaying severe behavioural problems.

Governors

The Governors have a duty to monitor the general behaviour, safety and welfare of the pupils at school and should be available to support the Head Teacher and other staff in their pastoral duties.

REWARD STRUCTURE

The following rewards will be given in Parkside School:-

Lower and Middle Schools

Daily - Class teachers and tutors may reward pupils with verbal praise, team tokens, in-class rewards and incentives such as stickers, extra play time or wrist straps.

Weekly - Classes may choose to work towards an overall weekly reward achieved on Friday afternoons. Pupils could also work towards achieving free choice activities and building up the amount of time they can do this for by remaining on task and maintaining good behaviour consistently through the week. In Lower School pupils can work towards being ‘star of the week’ where they are nominated by class teachers to be awarded a sticker or certificates in assemblies from the Head of School or Head of Department.

In Middle School pupils will be rewarded in a weekly department assembly for being the top scorer. They can also gain a ‘special mention’ for particular achievements that might, for example, relate to their individual targets. Pupils can accumulate weekly credits culminating in being awarded a set of...
branded coloured pencils or a pen. When they have collected a whole set they will receive a branded pencil case.

**Termly** - Pupils achieving the best attendance and highest score on behaviour watch are awarded certificates and book vouchers in whole school assembly. There is also a termly most improved pupil per class as well as an overall department most improved pupil to be discussed as a department and confirmed by Head of Department.

**Upper School**

**Daily** - Class teachers and tutors may reward pupils by praise, team points, in-class perks etc.

**Weekly** - Behaviour Watch is used to record scores received from each pupil during the week. Pupils who score the most points in their class in a week receive a certificate. This will generally be done during Department assembly.

**Termly** - Head Teacher to award prizes to the best individual pupils and most improved pupils from each Department

**Yearly** - Chair of Governors to award a prize to the best overall performance in Year 11.

**Team Points and Individual Class Points**

The effectiveness of both of these systems depends on the consistent approach of staff to the scoring systems.

Team points should be recorded in Behaviour Watch and rewarded with a house token.

Please note the scoring key in Behaviour Watch. It is expected that a score of 2 will be the norm, 3 is above average and 4 for exceptional work and effort. Supply staff will not be able to give higher than a 3. Pupils awarded a 4 score can display their photo on the whiteboard in the main corridor.

**Sanction Structure**

The following sanctions will be given at Parkside School:-

**By Class/Subject Teacher**

The following sanctions are used by staff for being off task, distracting others, not working quietly, poor work, ignoring instructions, rudeness, etc.:-

**Summer 2016**

Parkside School Pastoral/Behaviour
School Policy
Verbal admonishment.

Loss of free time.

Loss of privileges.

Extra work.

Letter home (authorised by Heads of Departments).

Referral to Head of Department for Lower, Middle and Upper School

Yellow card, reporting to Head of Department

Red card, reporting to Assistant Head Teachers

By Head of Department

The following sanctions may be used by the Heads of Departments for pupils who have shown a continued behaviour problem, have been violent or threatening, have left class without permission, have damaged property, have been caught stealing or smoking, who have been using IT/social media inappropriately.

Verbal admonishment.

In-house detention.

Put on report. (Put on a yellow card)

Letter sent home (advising of the problem and that their son/daughter will be on report).

Behaviour programme (possible introduction of a home book).

Inform Deputy Head/Assistant Head (Put on a red card)

Deputy Head Teacher card.

In-school strategy meeting.

Letter sent home asking parents/guardians to attend a meeting.

By Deputy Head/Senior Teacher and Head Teacher

The following sanctions may be used for severe or continued poor behaviour:-

Put on Deputy Head/Assistant Head’s Report Card. (Red Card)

Referred to Head Teacher. (Put on Head Teacher Report Card)

Letter sent home, giving final warning of conduct and future actions.

Temporary exclusion (inform Parents, Governors and Education Office, etc.)

Permanent exclusion.

Summer 2016
Card System

**Purple card**  self monitoring card for pupils who need a time of special focus and support.

**Yellow card**  general poor behaviour and reported to Head of Department (records kept on Behaviour Watch).

**Red card**  behaviour or verbal abuse directed at staff and reported to Assistant Head/ (records kept on Behaviour Watch).

**Deputy Head Teacher's Card (white)**  for extreme or continued poor behaviour or an act of violence. Sanction would be at least an in-house detention for one or two days. (records kept on Behaviour Watch).

Should a pupil's behaviour be such that they become a danger to themselves or others, it may be necessary after all other approaches have been tried to physically remove or restrain a pupil (Please refer to Positive management of violent or aggressive behaviour policy).

**Evaluation**

The Pastoral/Behaviour Policy is evaluated on an annual basis by the Head of Lower, Middle or Upper Schools. It will also be discussed at a Senior Leadership Team Meeting. The evaluation will ensure the effectiveness of the pastoral system in school and the consistency and application of this policy across the school.

Signed..................................................................

Chair of Governors

Date.......................................................

To be reviewed Summer 2018

(See also School Visits Policy)

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**Summer 2016**

Parkside School Pastoral/Behaviour

School Policy