



Parkside Middle School

Positive Behaviour, Attitudes and Relationship Policy

Parkside Middle School is committed at all times to the highest standards in protecting and safeguarding the welfare of the young people entrusted to its care and aims always to realise its mission to provide a safe and supportive environment where there is an expectation that pupils behave responsibly, safely and respectfully.

Policy Scope

This policy is for all staff, pupils, parents, carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

This policy applies to all pupils of Parkside Middle School:

- When at school.
- On the way to or from school.
- While on any school activity.
- Wearing the school uniform away from the school premises.

Aims

The aims of the Positive Behaviour, Attitudes and Relationship Policy is to teach pupils to choose responsible behaviour and in doing so raise self-esteem and consequently academic success. At Parkside Middle School we want to encourage pupils to make the right choice when it comes to behaviour and their learning. Setting high, but reasonable expectations should inspire our pupils to give their best at all times.

We believe that good behaviour is an integral part of the learning process. Each and every pupil has the right to work and develop in an atmosphere that promotes honesty, openness, respect, security and trust. Positive relationships are valued within the school and the wider school community.

Our Positive Behaviour, Attitudes and Relationship Policy focuses on positive behaviour management, promoted and supported by:

- A carefully planned curriculum.
- Effective classroom management.
- Adult role-modelling.
- Whole school behaviour management plan which has three aspects; rules, recognition and consequences.
- Playtime and lunchtime provision (lunchtime clubs, structured and free choice playground games).
- Personalised programmes / support from outside agencies where necessary.

Our Positive Behaviour, Attitudes and Relationship Policy aims to:

- Recognise and reward pupils who behave well and work hard.
- Promote positive behavior and attendance.
- Encourage positive relationships based on mutual respect and forgiveness.
- Provide a positive learning environment ensuring fairness for all.
- Promote self-respect, self-control and accountability for behaviour.
- Offer an open atmosphere where children feel able to talk freely, with particular regard to any aspect of bullying, or other problems or concerns.
- Promote a system that offers consistency and support for staff and pupils that enables comprehensive monitoring of pupil behaviour and attitudes to the school.
- Encourage a positive relationship with parents / carers to develop a shared approach to education.

Restorative Justice Approach

At Parkside Middle School we use a Restorative Justice approach. This approach promotes the following key principles:

- Focus on harm caused by the wrongdoer and actively seeking ways to repair that harm.
- Creating effective and constructive dialogue and communication.
- Promoting fairness, honesty and openness.
- Treating all participants respectfully.
- Providing a safe environment for all participants to engage, learn and gain a shared understanding.
- Learning to accept responsibility, reparation, reintegration, restoration and change.
- Promote active listening so that we can acknowledge the viewpoint of others.

The Restorative Justice Council (2015) defines restorative practices as “*a range of various methods of bringing those harmed by crime or conflict and those responsible for harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.*”

Restorative processes have much in common with repair in that they aim to put things right and to restore relationships. At Parkside Middle School the people involved in conflict, bullying and relationship problems will be asked what happened, what was the impact and what they would like to happen to put things right.

Restorative questions:

1. What has happened?
2. Who has been affected?
3. How have they been affected?
4. What needs to happen to make things right?
5. What will we do differently next time?
6. Reaffirm your commitment to the relationship.

Roles and Responsibilities

The Headteacher

It is the responsibility of the Headteacher to implement the school's Positive Behaviour, Attitudes and Relationship Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in our school.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspensions or exclusions; after notifying the governors.

All staff

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

It is the responsibility of every class teacher to ensure that our code of conduct and class rules are enforced in their class and that their class behaves in a responsible manner during lesson time, in and around school.

Every adult working in our school has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All staff will treat each child fairly, with respect and understanding, enforcing the standards of behaviour consistently.

The Governing Body

The Governing Body will establish a policy for the protection of expected behaviour. It will ensure that this is communicated to pupils and parents / carers, is non-discriminatory and inclusive, and the expectations are clear. Governors will support the school in maintaining high standards of expected behaviour of students and staff. The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds; particularly ethnic or national origin, culture, religion, gender, gender identity, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Pupils

Our children are always encouraged to consider the choices they make in terms of their behaviour and to take responsibility for their actions.

Pupils will wear their Parkside uniform with pride and adhere to the following rules:

Jewellery

- One wristwatch may be worn.
- One small stud per earlobe.
- No bracelets.
- No rings.
- No other jewellery is permitted.

Hair Accessories

- Plain, small hair slides are acceptable. No large hair accessories permitted.

Footwear

- Black traditional / conventional school shoes.
- No trainers, boots or canvas shoes / pumps.

Appearance

Hair

Inappropriate hair styles are not allowed in school. This includes hair with shaved patterns, lines or tracks, and closely shaven heads. Furthermore, overly coloured or bleached hair will not be accepted. Pupils must have natural coloured hair only and bright dye colours are not permitted. For example, pink hair is not acceptable.

Make up

Only subtle make-up is permitted which needs to look natural. False nails or nail varnish are not permitted, and pupils will be asked to remove any varnish.

School Bag

Must be of a suitable size to hold equipment and fit into lockers.

Mobile Phones

Mobile Phones are not permitted to be used in school. If seen or heard, they will be confiscated and returned at the end of the day on a first occasion. On a second occasion, a parent / carer will be asked to collect the phone.

If a mobile phone is brought to school, it should be handed into reception for safe keeping at the start of the day and collected at the end of the school day.

The school does not accept responsibility for any loss or damage to mobile phones.

Parents / Carers

We greatly value the role that parents / carers play, both in the life of the school and in their children's education. Working in partnership with the education we provide, is the importance of good behaviour both at home and school and we aim to foster a supportive home-school relationship.

All parents / carers should:

- Support the school systems for celebrating success by showing pride in the achievements of their daughter / son.
- Support the school systems of support and sanctions for dealing with those students who cannot conform to the code of behaviour.
- Recognise the need for a code of conduct.
- Ensure that their daughter / son is properly equipped and wearing the school uniform.

Parents / carers are informed of procedures and expectations when a child enters school, and they are expected to sign a Home-School Agreement as a first step in the construction of a clear, supportive dialogue. We expect parents / carers to co-operate with us and this ensures that the needs of the children are met effectively and with consistency. If a child is causing concern, parents / carers are contacted at an early stage, hopefully before the negative behaviour is able to become established.

***“The parent-child connection is the most powerful
mental health intervention known to mankind.”
(Bessel van der Kolk)***

Reward System

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.

Achievement points can be collected for behaviour, attendance, conduct, manners and academic achievement. These are recorded on Bromcom (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 / carers.

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, achievement points, certificates, messages home to parents / carers and prize giving. Children are encouraged to celebrate and record their achievements in their individual planner and diary.

Heads of Year / House have regular rewards assemblies to celebrate the successes of individuals and the Year Groups / Houses as a whole. They will also develop additional reward experiences to be enjoyed throughout the year.

Pupils are encouraged to arrive punctually to lessons, with all necessary equipment and smartly dressed, wearing the correct school uniform.

Positive behaviour is encouraged at all times.

Code of Behaviour

At Parkside Middle School we believe that:

- ALL pupils have the right to feel safe and secure.
- ALL pupils have the right to learn without being disturbed by others.
- NO pupil has the right to hurt or upset others, either physically or verbally.
- TEACHERS have the right to teach and pupils do not have the right to disrupt their teaching.

In order to achieve our aims and values the following code of conduct has been devised and reviewed by staff, pupils and governors in school.

Consideration has been given to the following principles:

- A few pertinent rules are more effective than a long list of prohibitions.
- Rules need to be clearly stated and, as far as possible, unambiguous.
- Rules should be realistic and fair.
- Rules should be phrased positively, as far as possible.

Parkside Middle School has a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This may take place at any time the pupil is in school, elsewhere under the charge of a teacher, including school visits and misbehaviour, travelling to and from school.

When determining the sanction in response to the type of behaviour, staff must consider both mitigating and aggravating circumstances, as described below:

Mitigating Circumstances:

- Co-operation and admitting responsibility.
- Provocation.
- Accidental/ without intent.
- Special family circumstances e.g. bereavement.
- Individual pupil circumstances e.g. safeguarding issues.

Aggravating Circumstances:

- Repetition.
- Deliberate and premeditated.
- Deceit / dishonesty.
- Directly impeding the learning of others.
- Bringing the school into disrepute.

All staff in school should remind the children of the school rules regularly. They should be displayed in all classrooms. Assembly times and class discussion times should be used for reinforcement.

Lunchtime Rules

- Walk into the dining hall quietly and sit down at your table.
- Wait your turn and walk to join the queue when asked by the lunchtime supervisor.
- Show good manners by eating politely, speaking politely and talking quietly to the children nearest to you.
- Put up your hand if you want the lunchtime supervisor's attention, do not call out or leave your seat.
- Leave the hall only when you have cleared away your tray / sandwich box / litter.

Classroom Rules (To be displayed in each classroom.)

At the start of the school year, each class will negotiate and agree a small number of rules and expectations for a productive and happy learning environment together. These are reviewed termly and referred to regularly.

Our E-Safety and on-line guidelines are made explicit and are displayed in every classroom.

Low-level disruption is the most common form of behaviour in schools. These are behaviours which are not overtly confrontational or challenging, but which distract from teaching and learning. At Parkside Middle School, these disruptions will be challenged. The strategies used will be clear and robust and will focus on positive recognition of appropriate behaviour. At all times staff are encouraged to maintain and develop positive relationships.

Individuals who persistently engage in low-level disruption will receive an individual sanction in the form of a lunchtime detention. If the low-level disruption continues, on the 3rd occasion, an after-school detention will be issued.

Recognition

We aim to create a healthy balance between recognition and consequences, with both being clearly explained and specified. Pupils can learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual needs and circumstances. The emphasis is on positive behaviour management through recognition and praise, which is given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

Sanctions

Sanctions can discourage or prevent inappropriate behaviour. A sanction must be reasonable and proportionate to the circumstances and account must be taken of the pupil's age, pastoral needs, any special educational needs or disability they may have, and any religious requirements affecting them. Where the behaviour gives cause to suspect that the child is suffering, or is likely to suffer significant harm, staff are expected to follow the school's Safeguarding Policy.

To ensure a consistent approach, the following strategies are adopted by all staff:

- Use of 'three strikes' to enable appropriate guidance and warning.
- Visual signs, for example giving a 'look' or frown.
- Praising the behaviour of a child who is setting a good example as a reminder to other children.
- Verbal reprimand – often a private reprimand is more appropriate or effective.
- Written signal or comment, for example a sad face.
- Withdrawing approval or attention.
- Placing a child who may be misbehaving by a child who is a good role model.
- Loss of privilege.
- Writing a note of apology.
- Behaviour charts.

Parkside Middle School uses well organised, staffed and resourced pastoral detention, both lunchtime and after school, to provide a 'certainty' to the consequences embedded within the Behaviour Table of Stages.

- Pupils will be issued with detentions so that they can correct any poor behaviour they have displayed or any poor choices they have made. During this detention, the pupil will be supported to consider their behaviour choices and reflect on the specific event and actions.
- Pupils will be collected for their detention by a member of Inclusion Team or SLT.
- If a pupil does not attend the detention, then they will be required to repeat the detention the following day.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Pupils who are unable to conform will be placed on a staged reporting system dependent upon the nature of the action and how much intervention has already occurred.
- Parental consent is not required for detentions. As a result, parental permission is not required to detain a pupil after the school day but in order to safeguard pupils we will ensure that parents / carers are informed.

Isolation and Internal Exclusion

This is a planned sanction used for pupils who have seriously breached any school rules or expectations or have persistently demonstrated low level or major disruptive behaviour during the course of a day.

Isolation may also be used for removing pupils from circulation at any point in the school day to minimise any disruption to learning and for serious breaches of the school Behaviour Policy. A further appropriate sanction will also be issued; this may be further time in isolation or internal exclusion.

- Pupils will not have any school social time during days in isolation.
- Pupils will be escorted to get their lunch by a member of the Inclusion Team and will eat their lunch accompanied by senior staff.
- Pupils will be given time and support from staff to reflect on the behaviour which led to isolation being used as a sanction.
- Pupils will be given time for 'bridge-building' with other members of the school, writing letters of apology and completing reflection work as further correction for their behaviour.
- Parents / carers will be notified by telephone if isolation is being used as a planned sanction.
- Pupils who are absent from school on the day of their planned isolation will serve this planned sanction on the first day of their return to school. Parents / carers of students who are persistently absent on the day of a planned sanction will be called in to school to meet with a member of the Senior Leadership Team.

Isolation / Internal Exclusion takes place in our Pupil Support Unit.

The Headteacher (or delegated staff in the absence of the Headteacher) may decide to externally exclude pupils who persistently refuse to make the right choices with their behaviour whilst in internal exclusion. Parents / carers will be notified by telephone if internal exclusion is being used as a planned sanction.

Misbehaviour is normally dealt with, in the first instance, by the class teacher, followed by the relevant Head of Year, SENDCo, Pastoral Manager or Assistant Head with responsibility for Behaviour, in line with Rules, Rewards and Sanctions.

Parents / carers are contacted by the Class Teacher, Head of Year, SENDCo, Pastoral Manager or Assistant Head with responsibility for Behaviour, 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.

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 (The Parkside Standard), rewards (Achievement Points) and consequences (Behaviour Codes and Stages) relating to our Positive Behaviour, Attitudes and Relationship Policy.

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 or think someone else being bullied, they must tell an adult they trust. Governors will consider it a disciplinary offence if a pupil breaks the school rules, and this could lead to exclusion.

We recognise that pupils 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'. Parkside Middle School has a Child on Child Policy to support the school community with any such incidents.

Bullying

We do not tolerate bullying or intimidation of any kind and any complaint from a pupil or parent /carer is taken seriously and acted upon immediately. It is the responsibility of everyone to prevent bullying happening in school. The Headteacher is always informed of any bullying incident. As part of our SMSC provision, we have initiated an 'Anti-bullying Awareness Week' during the Autumn Term.

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

Serious Incidents

For very serious behaviour, for example racial remarks, a pupil is seen immediately by the Deputy Head or Headteacher and parents / carers will be informed. A record is made, if necessary, on any appropriate paperwork and relevant procedures are followed, for example with racial incidences.

The safety of the children is paramount in all situations. If a pupil's behavior endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session. Where appropriate, a Positive Handling or Pastoral Support Plan will be put in place. In the case of an emergency, regarding behaviour or otherwise, every class and designated area has a **red !** card which is sent to the office, requesting assistance.

Exclusion from School

Fixed Term Exclusion (External Exclusion)

Pupils who have been involved in an extremely serious incident, or pupils who have a serious behaviour problem where other pupils or staff might be at risk, may be excluded from school for a period of time. The Headteacher follows the Local Authority (LA) guidelines and informs the parents / carers, Governing Body and LA.

Procedures are then put into place and followed very carefully in accordance with the LA guidelines.

Exclusion is the ultimate sanction, and this would not be applied unless all other avenues and help had been explored and been unsuccessful.

This sanction is used at the discretion of the Headteacher for serious incidents of poor behaviour. In the absence of the Headteacher, the designated Senior Leader will make a decision on whether this sanction is used.

The Headteacher will consider exclusion if a pupil:

- has committed a serious disciplinary offence, or,
- the pupil's presence in school would be detrimental to the welfare, safety or education of other pupils, the welfare or safety of staff, or,
- by virtue of the pupil's behaviour out of school the Headteacher feels there is a clear link between it and maintaining discipline in the school.

The number of days the pupil is excluded for is at the discretion of the Headteacher or designated senior staff, if the Headteacher is absent.

Parents / carers will be notified of this sanction over the telephone or in person. Parents / carers will also receive notification of the exclusion via letter.

Depending on the nature of the incident the school may impose:

- A fixed term exclusion for a specific number of days - under this option a pupil cannot be excluded for a period totaling more than forty-five days in any academic year.
- Or, a permanent exclusion which means that the pupil will not be allowed to return to school at any time and will be removed from the school roll following the due process set out by the Secretary of State (DFE).

With both kinds of exclusion, parents / carers will have the right of appeal. The written notification of the exclusion contains information about the right of appeal.

The Headteacher may, if it is felt circumstances warrant it, convert a fixed term exclusion into a permanent exclusion.

Parents / carers need to accompany their son / daughter to school on the morning of their re-admittance for a re-integration meeting with the Headteacher, or designated senior staff if the Headteacher is absent, (unless the re-integration meeting has been pre-arranged to take place at another suitable time prior to the end of their exclusion).

Pupils will not be re-admitted to school unless the member of staff holding the re-integration meeting is certain that the behaviour will not be repeated. The pupil will be set targets to support with positive behaviour on their return to school and may be placed on a Reintegration Support Plan.

We believe a restorative and reparative approach is particularly important following school exclusions and should be central to reintegration meetings following any school exclusion.

The school has the right to refuse re-admittance on the grounds that they do not think the re-integration into school will be successful.

Permanent Exclusion

The school recognises that it must, by law, be able to demonstrate it has followed DfE guidance when excluding a pupil or show good reason why it has not done so.

Frequent fixed term exclusions can result in permanent exclusion from school. Permanent exclusions can also be issued for carrying an illegal weapon or drugs on to school site, violence, abuse, persistent bullying or assault against another pupil or member of staff and persistent refusal to follow school rules.

Although the school will do all it can to avoid permanently excluding a pupil the Headteacher may permanently exclude a pupil for:

- Persistent or serious non-compliance with the Behaviour Policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.
- A serious first or 'one off' offence (see below).

The Headteacher may consider it appropriate to exclude permanently for a first offence or 'one off' offence in the following instances:

- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault.
- Racial abuse or incitement.
- Possession, consumption and supplying an illegal drug.
- Carrying an offensive weapon.
- Any other serious failure to comply with the Behaviour Policy or the law (in or out of school).
- Any behaviour in or out of school, in this country or abroad, that in the judgement of the Headteacher, harms or damages or puts at risk or threatens to harm or damage or put at risk the wellbeing, welfare, security or safety of a pupil, member of staff or member of the public.

The school has a Governing Body which has responsibility for reviewing decisions in relation to exclusions. They will automatically review any exclusion which results in a pupil being excluded for more than 15 school days in any one term, or any permanent exclusion.

As an inclusive school, we actively demonstrate a supportive approach to pupils with identified special educational needs who may find it difficult to maintain appropriate behaviour. Identification of pupils exhibiting emotional or behavioural difficulties is based on the staged process as recommended in the Framework for Intervention. In cases such as this, we exercise a flexible approach whilst following the standards outlined in this policy.

Our SENDCo and Assistant Head with responsibility for Behaviour will gather information through structured observations and consultation, and work collaboratively with teachers, parents /carers and the pupil to put in place an appropriate programme of support. This will be recorded on an individual education plan. If difficulties persist, the support of outside agencies will be sought.

This can include:

- Educational Psychologist
- Behaviour Support Service
- Family Support Worker (through Early Help)
- Visiting Teacher Service
- Pupils and Schools Support Service
- School Health
- CAMHS
- Speech and Language Therapy

If behaviours are particularly challenging and likely to result in exclusion, a Pastoral Support Plan can be put into place.

Positive Handling and Restraint

Section 93 of the Education and Inspections 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:

- Committing any offence.
- Causing personal injury to, or damage to the property of, any student (including him or herself).
- Or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The school fully supports the Worcestershire County Council Education Guidance on the Use of Positive Handling Strategies to Control or Restrain Pupils.

All members of staff are fully aware of the regulations regarding the use of force to control or restrain pupils. Staff only intervene physically to restrain pupils in order to prevent injury or if a pupil is in danger of hurting him / herself. All staff who restrain pupils have been fully trained in 'Positive Handling'. The actions taken will be in line with government guidelines on the restraint of children. It may be appropriate to have a Pastoral Support Plan in place. All are logged in the 'Bound and Numbered' book which is monitored by the Senior Deputy Headteacher and the nominated Safeguarding Governor.

Safeguarding from Extremism and Radicalisation

Parkside Middle School has responded to the guidance published by the DfE (Learning together to be Safe - June 2011) and the Home Office Prevent Strategy on ensuring that our children are kept safe from extremism and radicalisation.

We have taken the following measures to ensure that our children are kept safe:

- We teach a broad and balanced curriculum which promotes spiritual, moral, social and cultural development and prepares them for the opportunities, responsibilities and experiences of life.
- We raise awareness by providing a PSHE curriculum including the delivery of e-safety/on-line safety and 'preventing extremism and radicalisation' theatre workshops that challenge the extremist narratives.
- We implement effective anti-bullying policies.
- We draw upon the experiences and skills of West Mercia Police to raise staff awareness on key issues around extremism and radicalisation.
- We monitor pupil relationships closely both in lessons and unstructured time and quickly intervene with pupils at risk of being isolated.

Sexual Harassment and Sexual Violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

Child on Child Abuse

At Parkside Middle School we are committed to working with pupils to keep them safe and free from any episodes of child on child abuse. This abuse can take many forms and can include (but is not limited to) bullying (including cyberbullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals.

These offences are serious breaches of the Positive Behaviour, Attitudes and Relationship Policy and will result in significant consequences. In the case of any of these incidents occurring, we will work with victims, perpetrators, and parents / carers.

Mental Health and Well-Being

We are committed to working with pupils to ensure that their mental health and well-being is monitored, addressed and supported. Mental well-being will be covered in assemblies and PSHE as well as being closely monitored by pastoral staff. Any incidents that cause distress to others and / or can be deemed to be having an impact on a pupil's mental well-being, will be addressed in accordance with policy.

Parkside Middle School is invested in supporting the very best possible relational health between:

- Parent/Carer and child
- Child and child
- Child and school staff
- Parent/Carer and school staff
- School staff
- School staff and Senior Leaders
- School staff and external agencies

To this end our school is committed to educational practices, which **Protect, Relate, Regulate** and **Reflect**.

Protect

- Increased 'safety cues' in all aspects of the school day. For example, pupils are greeted on the gate and at their classroom door.
- School staff have awareness of the 'PACE' modes of interaction: being warm, empathic, playful and curious.
- School staff to ensure that interactions with pupils are socially engaging not socially defensive, in order to decrease chances of children relating defensively.
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms and shaming (proven to be damaging psychologically and neurologically).
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness.
- The implementation of pedagogic interventions that help staff to get to know our pupils better on an individual basis. For example, use of "I wish my teacher knew" resource. This is key to enabling children to feel safe enough to want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable children have easy access daily to at least one named emotionally available adult. If the pupil does not wish to connect with this adult, an alternative person is found.
- School staff adjusting expectations around vulnerable children to correspond with their developmental capabilities and experiences of traumatic stress. This will include removing vulnerable and traumatised pupils in a kind and non-judgmental way from situations that they are not managing well (for example, children who keep 'triggering' into alarm states in the main playground will be given access to an alternative space).
- Provision for pupils with a clear, confidential and non-shaming system of self-referral for help / talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

Relate

- All school staff are trained in emotional coaching and in relating to our pupils in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment. Parkside Middle School uses the Thrive Approach and Vital Relational Functions (VRF's) to address a child's emotional state during crisis.
- The school is committed to enabling pupils to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame.
- Relational opportunities for vulnerable children with emotionally available adults at school enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking.'

Regulate

- The implementation of interventions designed to bring down stress hormone levels in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as high priority in order to prevent burn-out, stress-related illness, secondary trauma and / or feeling undervalued, blamed or shamed.
- Designated staff-only spaces (for example, the staff room).

Reflect

- Staff are trained in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions and giving lectures).
- The provision of skills and resources to support parents / carers and staff to have meaningful, empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff ('working alliance') our pupils are provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is provision of different modes of expression for children e.g., art, play, drama, music, sand play, emotion worksheets.
- Our PHSE curriculum is informed by current research (psychology and neuroscience) on mental health, mental ill-health and relationship health. We aim to enable our pupils to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- Staff are trained to help pupils move from 'behaving' their trauma / painful life experiences to reflecting on those experiences through empathic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives.
- Our school Positive Behaviour, Attitudes and Relationship Policy models enquiry, resolution and interactive repair (restorative conversations).

E-Safety - Online Safety/Sexting

Table showing the most common sites and age restrictions

| AGE | 13 | 14 | 16 | 17 | 18 | 18 (13 with adult consent) |
|----------|------------|----------|----------|------|------|-------------------------------------|
| Platform | Twitter | Linkedin | WhatsApp | Vine | Path | YouTube |
| | Facebook | | | | | Kik |
| | Instagram | | | | | Flickr |
| | Google + | | | | | |
| | Tumblr | | | | | |
| | Snapchat | | | | | |
| | Musical.ly | | | | | |

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.'

Parkside Middle School regularly addresses on-line safety and the use of social media through assemblies, tutor time and in PSHE as well as reminding pupils of the expectations regarding appropriate internet use in lesson times. However, in line with safeguarding, behaviour and anti-bullying, staff can sanction pupils for on-line safety incidents such as using social media to bully, intimidate or harass, inappropriate internet searching or malicious messages to others.

Drugs or other Illegal Substances

The possession of drugs either for personal use or for supply to others is a very serious disciplinary offence. The police may be informed and if, after considering the evidence and circumstances, the Headteacher judges that the continued presence of the individual/s involved threatens the key objective of this policy, permanent exclusion would result.

A pupil whose behaviour is atypical and gives a clear indication that he / she is under the influence of drugs or alcohol, will be removed from lessons by a senior member of staff. Parents / carers will be contacted, and the situation explained to them. Advice will be available for parents / carers who wish to follow up the school's suspicions. They will be asked to come and collect the pupil because of the unacceptable behaviour.

When managing drug and drug related incidents, the first concern will be for the health and safety of all involved, followed by the pastoral concerns of the pupil.

Allegations of Abuse against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The governors have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

All school staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in pupils. Because of their role, however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious. In order to fulfil its commitment to the welfare of children, Parkside Middle School has a procedure for dealing with allegations of abuse against members of staff and volunteers. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to the local authority children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Such cases may be dealt with under the Protection from Harassment Act 1997. The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent / carer of the pupil concerned at an early stage.

The school is committed to following Worcestershire County Council Safeguarding Children Board Child Protection Procedures in order to ensure the welfare of all pupils. We will endeavour to build relationships with local agencies in order to ensure continuing confidence and trust in the school as a caring and fair institution.

Searching pupils

There will be occasions when staff suspect that pupils have brought unauthorised, prohibited or dangerous items into school. There will also be occasions when a member of staff or a pupil alleges that a pupil has stolen property in their possession.

This sets out the circumstances that allow staff to search a pupil. There are two types of search – one with the pupil's consent and one without.

- **Search with Pupil Consent**

School staff can search pupils with their consent for any item. If we suspect that a pupil has an item and that they need searching as a consequence, then take the pupil to a private space and enlist the help of another member of staff. Searches must be undertaken by two members of staff, preferably of the same sex as the student. Ask the pupil to remove outer clothing only, e.g. coat. Ask the pupil to empty pockets and turn them inside out and empty bags. Staff should not conduct any form of more intimate search than this.

- **Searches without Pupil Consent**

Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a 'prohibited item.'

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff should follow the same process to search pupils as above. Staff will only undertake a search if they have reasonable grounds to suspect a pupil may have in his or her possession a prohibited item. Staff may view CCTV footage to ascertain reasonable grounds.

The Headteacher, or a member of staff authorised by the headteacher, can authorise a search if they have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. Members of staff must be the same sex as the pupil being searched and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under Article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

The school is not required to have formal written consent from the pupil to search for a prohibited item – it is enough for the member of staff to ask the pupil to turn out their pockets or if the member of staff can look in the pupil's bag or locker and for the pupil to agree.

Staff have the power of confiscation of these items (Section 91 Education and Inspection Act 2006) under three conditions:

- The confiscation is reasonable and proportionate.
- Confiscation is carried out by a paid member of staff authorised by the Headteacher.
- Confiscation took place on the school premises or elsewhere while the pupil was in the control of the school (e.g. a school trip).

If a pupil refuses to consent to a search, the school also has power to sanction the pupil according to the school's Positive Behaviour, Attitudes and Relationship policy.

Restitution

Pupils may be requested to repair or replace damaged property or tidy the school and its immediate area. "Making the punishment fit the crime" is seen as fair and equitable. Pupils will be expected to pay for any damage and final amounts should be agreed with the School Business Manager in consultation with BAM and the Finance Team. The Business Manager is responsible for the collection of the payment and keeping a central record of such accounts and provide a receipt confirming monies have been received. Where pupils are requested to make good the damage, they must be fully supervised.

Discretion

A behaviour policy cannot cover all eventualities. The Headteacher reserves the right to use discretion to support Parkside Middle School pupils to make better choices and to learn in every way.

Appendices:

- I. Rewards Table
- II. Behaviour Table of Stages
- III. Assertive Discipline Strategies
- IV. Behaviour Points & Achievement Points
- V. The Parkside Standard

Policy Links:

This document should be read in conjunction with:
Safeguarding and Child Protection Policy
Anti-Bullying Policy

This policy is based on advice from the Department for Education (DfE) on:

- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Behaviour and discipline in schools 2016 – including: searching, screening and confiscation at school
- Use of reasonable force in schools
- Discipline beyond the school gate and detentions
- The Education Act 2011
- The Education and Inspection Act 2006, Section 89
- The Human Rights Act 1998
- The Equality Act 2010
- Special Educational Needs and Disability (SEND) code of practice.

Date of Policy: September 2022
Review date: September 2023

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 Bromcom. Parents / carers 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 or email home | 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 / carers 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 Bromcom | 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 Bromcom | 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/Carers Dinner Supervisors Year Heads | 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 Bromcom Contact Parents/Carers, meet if needed | Good behaviour for ten school days returns to pre-stages |
| When pupils are placed on a Stage B, the Parkside Standard is clearly not being met. At this point, pupils will not be permitted to participate in activities that are planned outside of school, such as sporting fixtures, school trips, musical events etc. | | | | | | |
| 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 Year Heads Pastoral Manager Parents/Carers | Detention (After School) | Detention sheet Ten day behaviour log (Yellow Sheet) | Records Incident in Bromcom Contact/meet Parents/Carers with Pastoral Manager | Good behaviour for ten school days Return to stage A or B if needed for 5 days |
| When pupils are placed on a Stage C, the Parkside Standard is clearly not being met. In addition to pupils not being permitted to participate in activities outside of school, they will not be permitted to attend any extra curricular clubs. | | | | | | |
| '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/Carers | Isolation, Parents / Carers meet with SLT (Fixed term exclusion in severe cases) | Behaviour Contract Ten day behaviour log (Red sheet) | Regular communication with Parents/Carers, 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/Carers 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/Carers, 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/Carers | 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 | Thumbs Down |
| Positive Praise | Quiet word |
| Reward time | Move places |
| Achievement Point | Sent out / kept behind |
| Positive note / text home | Note home |
| Praise from Form Teacher | Sent to Pastoral Manager |
| Praise from Pastoral Manager | Detention |
| Praise from Deputy Headteacher | Sent to Deputy Headteacher |
| Pride of Parkside with Headteacher | Sent to Headteacher |

Detention Sheet procedure

When a detention is given, a detention sheet should be sent home for signature from parents / carers.
 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, support from Head of Year. Pastoral Manager and Assistant Head with responsibility for Behaviour 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 Bromcom 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 Manager, Head of Year or the Assistant Headteacher with responsibility for Behaviour

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 / carers will be contacted, and the pupil will be isolated until parents / carers 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 / carers are unavailable, the pupil will be kept until 3:30pm to minimise contact with other pupils when leaving school.



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Nurture Success
Inspire Futures*

BEHAVIOUR POINTS

B CODE

If you receive a B it will be logged onto your behaviour record.

I can receive a B for failing to conduct myself in line with the Parkside Standard such as;

- Being disrespectful
- Incorrect uniform (jewellery, no tie, make-up)
- Missed detention
- Failure to complete homework
- Failing to bring essential equipment
- Persistent lateness to school
- Social media incident
- Out of school hours incident
- Inadequate work

B1 CODE

If you receive a B1 you will be given a note in your planner to have signed by an adult at home.

I can receive a B1 for failing to correct my behaviour after sufficient warnings. Such behaviours that may mean I receive a B1 are;

- Disrupting my own and others' learning
- Refusing to follow a reasonable request
- Inappropriate language
- Defiance
- Unkindness
- Mobile phone misuse in school
- Repeat B offences

B2 CODE

If you receive a B2 you will automatically receive an after school detention.

I can receive a B2 for failing to correct my behaviour after sufficient warnings. Such behaviours that may mean I receive a B2 are;

- Physical & verbal aggression
- Self-exit
- Theft
- Failing to attend a lesson without permission
- Damage to school property
- Repeat B1 offences

B3 CODE

If you receive a B3 you will spend a period of time in isolation as a minimum consequence.

I can receive a B3 for failing to correct my behaviour after sufficient warnings. Such behaviours that may mean I receive a B3 are;

- Child on child abuse
- Fighting
- Bullying
- Assault Staff
- Illicit substances
- Racist incident
- Smoking
- Leaving school site without permission
- Repeat B2 offences

Parkside Values: Kindness, Respect, Resilience, Honesty, Teamwork .



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ACHIEVEMENT POINTS

**THOSE CHILDREN WHO FINISH IN THE TOP 8 IN THEIR YEAR GROUP WILL RECEIVE A HALF TERMLY REWARD
THE TOP 8 WILL BE CALCULATED FROM ACHIEVEMENT POINTS MINUS BEHAVIOUR POINTS**

1 POINT

- Attend a school club
- Year group points – litter, wet break, assembly
- Conduct points – good manners, polite, helpful
- Completing and passing an accelerated reader quiz
- Century Tech
- Showing kindness to others
- 100% Spelling / Ninja maths test
- Excellent team work
- Excellent participation in a lesson
- Academic achievement
- Excellent homework
- Positive attitude to learning
- Consistently meeting the Parkside standard

2 POINTS

- Star of the week
- Take part in assembly
- Head of year award

3 POINTS

- Represent the school in a competition
- 100% in 66 times table test

10 POINTS

- Positive phone call home
- Elected to a position of responsibility – head boy/girl or prefect
- Battle of the bands winner

5 POINTS

- 0 behaviour codes received per half term
- Positive text home
- A piece of work put on display
- Help at open evening or school event
- Inflated pupil progress
- 100% attendance for ½ term



Parkside Values: Kindness, Respect, Resilience, Honesty, Teamwork .

Embrace Opportunity. Nurture Success. Inspire Futures.



The Parkside Standard

1. We will always keep ourselves and each other safe.
2. We will work as a team always showing politeness, kindness and respect.
3. We will always try our best and take pride in everything we do.
4. We will be organised and fully prepared for the school day.
5. We will wear the correct uniform with pride.