

**Tudhoe Colliery Primary
School**

Behaviour Policy

Introduction:

We believe that the most important part of behaviour management is developing positive relationships with pupils, parents and carers. We strive to work in partnership with parents and carers, and share success and praise. We believe in developing classroom environments, to encourage positive behaviours and independence, establishing rules and routines, and setting clear limits. We believe in rewarding positive behaviours to motivate children and we use sanctions consistently, when negative behaviour is displayed.

We have developed this policy through consultation with teaching and non-teaching staff, and parents and carers.

Aims:

- To provide a safe and happy environment to meet the needs of all pupils.
- To promote pupil independence to help children develop skills for their long term futures.
- To create an environment where all children feel valued, regardless of age, ability, gender, gender identity, sexual orientation, race or belief.
- To create an environment to encourage and reinforce good behaviour.
- To define acceptable standards of behaviour, to teach children to think about their behaviour and to learn self-control.
- To encourage consistency of response to both positive and negative behaviour.
- To encourage good behaviour rather than to simply punish negative behaviour by providing a range of rewards for our pupils, of all ages and abilities.
- To ensure that the school's expectations and strategies are widely known and understood.
- Develop positive relationships and work in partnership with parents and carers.

Responsibilities:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other as their example has an important influence on the children.

Rules and Procedures:

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- Developed through discussion with pupils, within classes and across the school, fed back through pupil voice;
- Reviewed through Pupil voice meetings
- Kept to a necessary minimum;
- Positively stated, telling the children what to do rather than what not to do;

- Made explicit to all – staff, children and parents;
- Consistently applied and enforced;
- Used to promote the idea that every member of the school has responsibilities towards the whole.

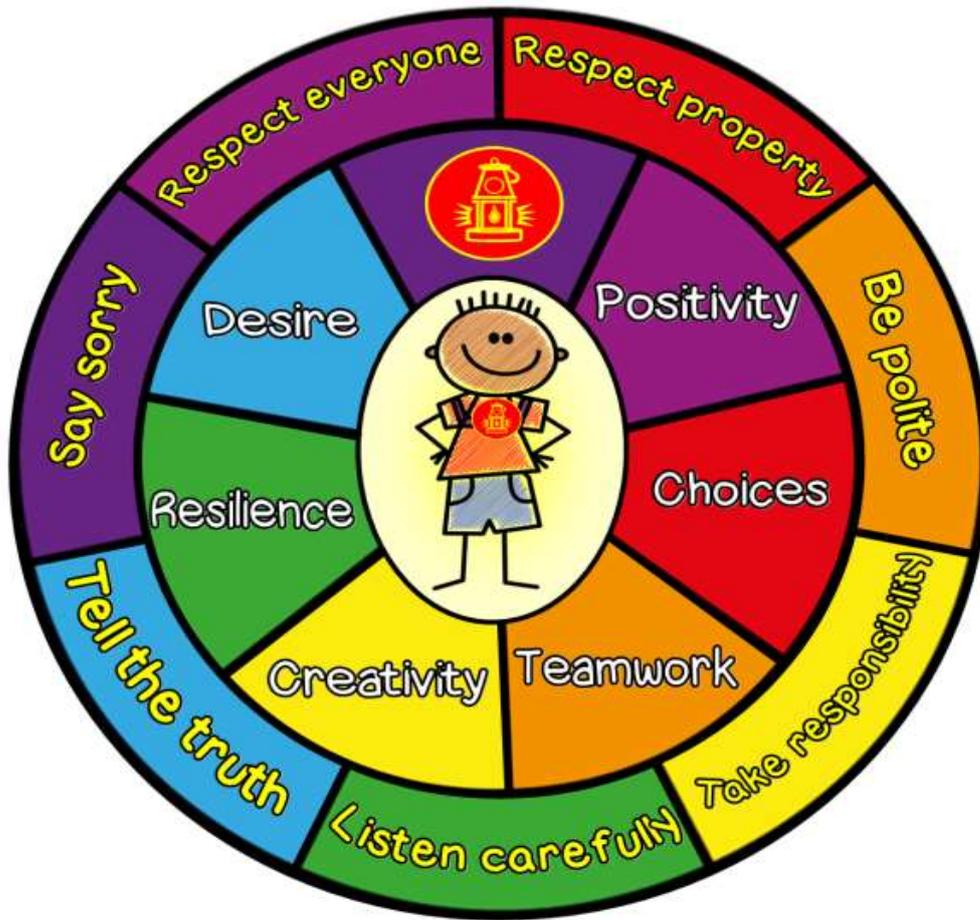
Staff responsibilities – **Our Non-Negotiables:**

- To listen to them and to hear their point of view.
- Challenge any behaviour that contradicts the school code (protected characteristics).
- To be polite and to address them in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be as fair and consistent as possible when they have misbehaved.
- To ensure their environment is safe.
- To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground, referring to the independence values wherever possible and setting up a classroom that promotes independence
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To supervise children around school, including in cloakrooms and escorting the children into assembly, out to playtime, in from playtime etc. (see staff procedures in Appendix 1)
- To trust them and to care about them equally.
- To treat them as individuals and to take an interest in their lives.
- To see each day as a fresh start.
- To ensure parents are kept informed about the behaviour of their child.
- Promote British Values, those of the school and all aspects of the SMSC agenda (see Promoting British Values document, Appendix 2)

Behaviour Non-Negotiables - Pupils are asked to:

- Treat everyone with respect
- Respect school property
- Tell the truth
- Say sorry
- Be polite
- Take responsibility
- Listen carefully

These are presented visually in classrooms:



More details are given below:

Non-negotiable	Pupils will...	Pupils will not...
<i>Respect Everyone</i>	<i>Treat others with kindness Treat everyone equally Look at the person speaking and pay attention to what they say Follow all instructions</i>	<i>Shout out Interrupt others Say things deliberately that would upset others Hurt others Do anything to cause others to be unsafe</i>
<i>Respect Property</i>	<i>Look after all school property eg. stationery, books, furniture Walk around school</i>	<i>Swing on chairs Damage property Litter</i>
<i>Listen Carefully</i>	<i>Look at the person speaking and have empty hands</i>	<i>Talk over other people</i>
<i>Say sorry</i>	<i>Admit when they have made the wrong choice Recognise the need to apologise Apologise when needed</i>	<i>Refuse to acknowledge bad choices</i>
<i>Take responsibility</i>	<i>Accept when they have made the wrong choice Accept consequences given</i>	<i>Blame others for something that was in their control</i>
<i>Be Polite</i>	<i>Say please and thank you Hold doors for others Be aware of those around them</i>	
<i>Tell the Truth</i>	<i>Be honest Give a full account of what has happened Understand that everyone makes mistakes</i>	

Involving Pupils:

- At the start of the year, each teacher dedicates a specific lesson to reinforcing the school 'Independence Values' and 'Non-negotiables'
- The 'Independence Values' and 'Non-negotiables' are displayed in every classroom, the hall and shared areas around the school, e.g. intervention areas;
- We hold regular 'values assemblies', which promotes Independence values, school values and British values and reinforce non-negotiables
- Pupil Voice meetings are held each half term with additional Pupil Voice meetings to look specifically at behaviour. Outcomes of the meetings are shared with staff through staff meetings and actions taken as a result (for example link to missing 'Time to Shine' came from Pupil Voice meetings)

The Curriculum and Learning:

We believe that a well-structured curriculum and effective learning contribute to good behaviour. We believe that lessons should engage all pupils, giving them less inclination or opportunity to misbehave. Thorough planning for the needs of individual pupils, the involvement of pupils in their own learning, and structured feedback can all help this.

Lessons should have clear objectives, understood by the children and differentiated to meet the needs of children of different abilities. Marking can be used as both a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters (see marking policy).

Staff also maximise opportunities within their lessons to promote all aspects of the pupils' Spiritual, Moral, Social and Cultural development, to promote and develop the children's understanding of British Values and to educate the children about valuing and respecting differences between people.

Classroom Management:

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, access to resources and classroom displays all have a bearing on the way children behave.

Our classrooms are organised to develop pupils' independence. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. The school Independence Values are central to rewards within the classroom and praise should be used to encourage good behaviour as well as good work. Routines are established in

classrooms for the beginning and end of days, transitions between activities, break times and lunchtimes. These routines are regularly discussed and reinforced.

In Classroom:	Around School Procedures:
<ul style="list-style-type: none"> • Every classroom has Non-negotiables and Independence Values displayed in their classroom; • All classrooms have Behaviour Trackers (traffic lights) displayed within the classroom; • Every class has a 'Time to Shine' display within the classroom to show how much time the children have earned. 	<ul style="list-style-type: none"> • Children are collected from the yard and escorted into school; • Children are escorted into assembly; • Children are escorted from assembly out for playtime; • Children are escorted from playtime into school; • Children are escorted into the lunch hall and settled down quietly; • Children are escorted into school from lunch time; • Children are escorted out of school at the end of the school day. <p style="color: red;">Children are not expected to walk around school in silence, but they are expected to WALK around school calmly and show awareness of other people in school, for example other children in the corridor, children working or visitors moving around school.</p>

Recording Behaviour:

If a behavioural incident is serious enough to warrant action being taken, eg, persistently red on tracker, hurting another child, rude to a member of staff, a log should be made of the incident on CPOMS and the action taken. The Headteacher, Deputy Headteacher, Phase Leaders will be alerted, as well as the SENCO if appropriate.

Keeping a log of incidents allows us to see any patterns in behaviour. It also provides a log of the actions we have taken to deal with incidents in school.

If there is a series of Behavioural incidents or a one off serious behavioural incident, the Headteacher/DHT/Phase Leader will investigate and deal with the issue according to our Behaviour Policy and record actions on CPOMS. If a behavioural incident is referred, the first point of call should be a review of previous behaviour incidents.

Praise and Rewards:

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of positive reinforcement. This is for all children. Meaningful praise is given to help increase our children's academic and social competence. This demonstrates to the other pupils that positive behaviour receives more attention than negative and also as a reminder of expected behaviour.

Classroom reward systems are built around independent learning skills and the key independence values of positivity, resilience, desire, teamwork, creativity and choices. Each class has an age appropriate weekly reward for independent learning. All staff have high expectations for the independence of all children.

Children will also work towards Bronze, Silver and Gold Awards in the Independence Values. Expectations for each level are shown below:

I <u>want</u> to get better (Desire)		
EYFS	SILVER	GOLD
		Expectation = End of Y2
I go back to activities to get better at them.	I work my hardest in every lesson.	I make sure that my work gets better over time and never settle for second best.

I keep going when it is tough (Resilience)			
EYFS	BRONZE	SILVER	GOLD
		Expectation = End of Y2	Expectation = End of Y4
I can try things in different ways.	I do not give up and try things more than once.	I go into challenges with a positive attitude and keep this going.	I realise when what I am doing is not working and change.

I can problem solve (Creativity)			
EYFS	BRONZE	SILVER	GOLD
		Expectation = End of Y2	Expectation = End of Y4
I can try new activities on my own.	I can try to solve the problem myself first before getting help from others.	I can try a few different ways to solve problems and learn from mistakes.	I can come up with a plan before I start my work to make mistakes less likely.

I can make decisions (Choices)			
EYFS	BRONZE	SILVER	GOLD
		Expectation = End of Y2	Expectation = End of Y5
I can choose which areas to learn in.	I see that there can be more than one way to do something.	I can decide how to do something from all the possible options that I have.	I understand the effect decisions I take could have and consider their consequences.

I can co-operate with others (Teamwork)			
EYFS	BRONZE	SILVER	GOLD
	Expectation = End of Y2	Expectation = End of Y4	Expectation = End of Y6
I can take turns and share.	I can take on a role in a team and listen to others.	I can take on the best role for me in a team and use others' ideas.	I can contribute to the wider life of the school and see Tudhoe Colliery as my team, not just my class.

I can see possibilities instead of obstacles (Positivity)			
EYFS	BRONZE	SILVER	GOLD
	Expectation = End of Y2	Expectation = End of Y4	Expectation = End of Y6
I believe that I can do things before I start them.	I understand that things are not always easy and that there are things I can do to stay positive.	I understand that sometimes, I need the help from others and can help others too in order to be positive.	I can help others to see the possibilities instead of the obstacles.

In addition to praise, other reward systems are used throughout school. Stickers, notes, certificates, special job responsibilities and other small rewards may be given out by staff.

Marvellous Me will be used by staff to send positive messages about children's work, behaviour and independence. It will not be used to communicate negative messages – this will be done in person or via telephone call.

Time to Shine:

At the end of each week, children are given 'Time to Shine', which is a period of time when children are able to choose an activity to do, and is given as a reward for positive behaviour. Time to Shine is held on a Friday afternoon.

A display in each classroom informs staff and children of the amount of time each child will receive.

Sanctions/Consequences:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. It is made clear to the child displaying negative behaviour, why the sanction is being applied, and how behaviour needs to change, what will happen next. Wherever children are being punished for poor behaviour, this should be linked to the Non-negotiables – 'That's a warning because the way you spoke to John wasn't respectful...' etc.

Where appropriate, the member of staff will then present the consequence as a choice the child has made, eg. 'You refused to do as I asked so now you're moving onto orange.' Staff also discourage the punishment of a whole group unless this is unavoidable or appropriate.

Initially a verbal or non-verbal warning will be given; a non-verbal warning could be a shake of the head, removal or something a child is fiddling with, or a 'look' to indicate an awareness of the negative behaviour. If the behaviour continues or escalates, the class sanction system is used:

Procedure:

1. Non-verbal/verbal warning.
2. Child is spoken to a second time and they move to **orange** on the tracker.
3. Child is spoken to again – they are moved to **red** on the tracker and children then automatically miss 10 minutes of their Time to Shine.
4. Their name moves to the appropriate section of the Time to Shine Tracker and the child then moved back to green.

Once children are on the tracker, they do not have an opportunity to earn themselves back down. The tracker needs to reflect the current situation in the classroom.

ALL children start the day on **green** on the tracker – every day is a fresh start.

Key points for sanctions:

- Be fair – ensure you are certain that child has misbehaved before acting, for example don't just take another child's word for it straight away or jump to conclusions, sometimes 'back answering' can be genuine injustice!
- Be clear – make sure the child knows what they have done that is unacceptable and how it affects other people in the class;
- Be clear about what comes next – e.g. next time I speak to you you're on the tracker, 'if you get onto red then you're missing Time to Shine' or 'if you get onto red again, that means you'll be missing football next week.'
- Be consistent – inconsistency causes confusion for the child because they don't know what's expected and causes issues for other staff because children don't believe warnings are going to lead to consequences;
- Follow up what you say – if you say they're on the tracker the next time you speak to them, they must be! If you say you'll speak to their parents, you need to make sure you do;
- The system can't be altered for different classes – e.g. names on board, moving down the tracker. The key is that everyone uses the tracker system in exactly the same way;

Some behaviour bypasses the usual tracker system and would mean children would move straight to red and may receive further sanctions. The children have determined that these behaviours would include violence, spitting, graffiti and swearing, but staff will use their own judgement in matching behaviours to sanctions.

Speaking to Parents:

Children who are consistently choosing to behave badly, will have parents or carers contacted. Parents and carers will be made aware of their child's behaviour, and asked to discuss this with their child. It may be necessary for the parents or carers to come into school and meet with their child's teacher, Deputy Headteacher or the Headteacher. If a child is persistently defiant, disruptive, abusive, violent or aggressive towards others, the child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents. We will then work with parents to devise an action plan that meets the child's needs. In some cases this may involve other agencies, such as social services, the Educational Psychologist, etc.

Behaviour Plans:

On some occasions, staff may find it helpful to create a special behaviour plan, for individual children. This will be done in conjunction with the SENCO and the parents. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. A wide range of strategies can be used to establish positive behaviour. These can include:

- Change in classroom organisation;
- Using different resources;
- Rewards of stars/smiley faces on work, on charts and in special books;
- Use of certificates, special stickers for such things as listening, being kind, helpful, etc;
- Sharing good behaviour with other children/other classes;
- Using a 'Behaviour Book', which record positive and negative behaviour daily, and is sent home each day, to make parents and carers aware of their child's behaviour. This can also be filled in by parents or carers, to inform the class teacher of behaviour at home.

Parents are involved at an early stage to make an action plan together. By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Exclusion:

Children who display consistently poor behaviour will not be allowed to attend before and after school clubs, including Breakfast Club and Teatime club. Attendance at all events outside of normal school hours (8:55-3:15pm) is dependent on good behaviour.

On occasion children may be sent for a period of exclusion from school. This is done after discussion with parents and carers.

If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Body.

Lunchtime Supervision:

Children are expected to follow the rules and treat dinner staff with the same level of respect as other school staff. Any misbehaviour will be dealt with, following the same procedures as at playtimes. Children will be spoken to by staff initially, which will hopefully defuse the situation. Continued misbehaviour, a refusal to follow rules, or defiance will result in a 'Time Out' which will be recorded in the Lunchtime Behaviour Log. This is a record of any incidents, and details what happened, how a child may have reacted and any other children involved. These are then passed onto the child's class teacher who deals with the incident. Serious misbehaviour may result in a child being spoken to by a senior member of staff, with repeated incidents leading to lunchtime exclusion; this is done as a last resort, and follows extensive discussions with the Headteacher.