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.

Aims:

This policy aims to:
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Promote pupil independence to help children develop skills for their long term futures.
- Create an environment where all children feel valued, regardless of age, ability, gender, gender identity, sexual orientation, race or belief.
- Create an environment to encourage and reinforce good behaviour.
- Define acceptable standards of behaviour, to teach children to think about their behaviour and to learn self-control.
- Encourage consistency of response to both positive and negative behaviour.
- Encourage good behaviour rather than to simply punish negative behaviour by providing a range of rewards for our pupils, of all ages and abilities.
- Ensure that the school's expectations and strategies are widely known and understood.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- <u>Behaviour in schools</u>
- <u>Searching, screening and confiscation at school</u>
- <u>The Equality Act 2010</u>
- <u>Use of reasonable force in schools</u>
- <u>Supporting pupils with medical conditions at school</u>

It is also based on the <u>special educational needs and disability (SEND) code of practice</u>.

In addition, this policy is based on:
- Schedule 1 of the <u>Education (Independent School Standards) Regulations 2014</u>; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9

requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes, including play fighting and running within the school building
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/violent behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  o Knives or weapons
  o Alcohol
  o Illegal drugs
  o Stolen items
  o Tobacco and cigarette papers
  o Fireworks
  o Pornographic images
  o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory	Directed towards protected characteristics e.g. Race, Disability, Gender and can include taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Challenging discriminatory behaviour:
All discriminatory behaviour will be challenged and incidents recorded. This includes, homophobic, transphobic, racist and misogynistic incidents.

Challenging sexual violence and sexual harassment:
We have a zero tolerance approach to sexual violence and sexual harassment; it is never acceptable and will not be tolerated. All cases of sexual violence and harassment will be taken seriously – it will never be viewed by staff as 'banter' or 'children being children.' The school's RSE curriculum addresses issues such as discrimination and consent from an early age (see PSHCE curriculum document).

Details of our Trust's approach to preventing and addressing bullying are set out in our schools anti-bullying strategy.

Roles and responsibilities - Leadership and Management of Behaviour

The Head Teacher is responsible for implementing a clear and consistent school behaviour policy based upon the advice within this Trust policy, with explicit guidance for staff on how to implement it. This must be reviewed annually and reported upon in the termly report to governors.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

While overall responsibility for behaviour in school lies with the Headteacher and Deputy Headteacher, the school also has a 'Behaviour Leader' who is responsible for the tracking of behaviour across school and who runs the 'Reflection Room' daily at playtime. The Behaviour Leader is also responsible for inducting new staff in terms of behaviour systems and ongoing professional development for staff in conjunction with the Headteacher and Deputy Headteacher.

The school SENDCO is also central to the management of behaviour in school, working with staff to support children with additional needs which are impacting behaviour by completing referrals to other agencies as appropriate, as well as working with teachers and Senior Leaders to create Pastoral Plans, Risk Assessments and SEN support plans as needed.

The Governing Body
The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation. Behaviour patterns are shared regularly with the Governor with responsibility for Behaviour and with the full Governing body at termly meetings.

Staff
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.

Staff are responsible for:
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils and working with the SENDCO to support this
- Recording behaviour incidents
- Challenging discriminatory behaviour

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

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:

- Positively stated, telling the children what to do rather than what not to do;
- Made explicit to all – staff, children and parents through the Behaviour Wheel;
- Consistently applied and enforced;
- Used to promote the idea that every member of the school has responsibilities towards the whole.

Staff Non-Negotiables - staff are expected to:

- Listen to the children and to hear their point of view.
- Challenge any behaviour that contradicts the school code (protected characteristics).
- Be polite and to address the children in a reasonable tone of voice.
- Value all aspects of their achievements.
- Be as fair and consistent as possible when they have misbehaved.
- Ensure their environment is safe.
- Talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- Create a positive environment in the classroom and playground, referring to the independence values wherever possible and setting up a classroom that promotes independence
- Be in charge and maintain order so that everyone may benefit from a positive environment.
- Supervise the playground well.
- Supervise children around school, including in cloakrooms and escorting the children into assembly, out to playtime, in from playtime etc.
- Trust them and to care about them equally.
- Treat them as individuals and to take an interest in their lives.
- See each day as a fresh start.
- 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

Pupil Non-Negotiables - Pupils are asked to:

- Keep their hands, feet and nasty comments to themselves

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

These form the basis of our 'Behaviour Curriculum' in school. The children are taught these directly and they are presented visually in classrooms:
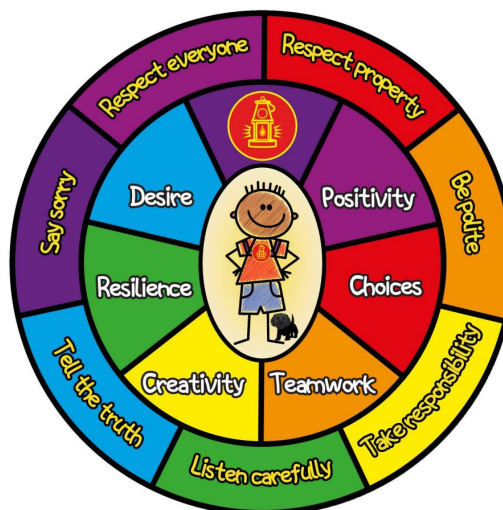
More details are given below:

Non-negotiable	Pupils will be taught to...	Pupils will not...
Respect Everyone	Treat others with kindness Treat everyone equally Look at the person speaking and pay attention to what they say Follow all instructions	Shout out Interrupt others Say things deliberately that would upset others Hurt others Do anything to cause others to be unsafe
Respect Property	Look after all school property e.g. stationery, books, furniture Walk around school	Swing on chairs Damage property Litter
Listen Carefully	Look at the person speaking and have empty hands	Talk over other people
Say sorry	Admit when they have made the wrong choice Recognise the need to apologise Apologise when needed	Refuse to acknowledge bad choices
Take responsibility	Accept when they have made the wrong choice Accept consequences given	Blame others for something that was in their control

Non-negotiable	Pupils will be taught to...	Pupils will *not*...
Be Polite	Say please and thank you Hold doors for others Be aware of those around them	
Tell the Truth	Be honest Give a full account of what has happened Understand that everyone makes mistakes	

Further details on what this looks like across the school day are given below. These are taught directly to the children:

Teaching the Behaviour Curriculum:
- At the start of each term, each class dedicates specific teaching time 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;
- They are also shared with parents at new starter meetings in Reception and new parents and children throughout the year as new pupils join school;
- 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.

The Wider 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:
• Every classroom has The Behaviour Wheel displayed in their classroom; • All classrooms have Behaviour Trackers (traffic lights) displayed within the classroom;	• 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. 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.

Recording Behaviour:

If a child reaches red on the tracker, a log should be made of the incident/s on CPOMS and the action taken. The Senior Leadership Team will be alerted, as well as the SENDCO 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, a Senior 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.

Behaviour patterns are analysed regularly by the Behaviour Leader and discussed with Senior Leaders. The focus of all behaviour analysis is 'what happens next?' With a focus on identifying target children, classes or target areas of the behaviour curriculum that need to be revisited.

If a child reaches red on the tracker two or more times in one week, parents will be contacted to discuss the child's behaviour.

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. These form the second part of our Behaviour Curriculum – our Learning Behaviours. Expectations for each level are shown below:

I want to get better (Desire)		
EYFS	SILVER	GOLD
	Expectation = End of Y2	Expectation = End of Y6
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	Expectation = End of Y6
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	Expectation = End of Y6
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 Y4	Expectation = End of Y6
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, e.g. Emerald Pen, Gold Pen and Arthur postcards. Stickers, special job responsibilities and other small rewards may also 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.

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, <u>why</u> the sanction is being applied, and <u>how</u> behaviour needs to change, <u>what</u> 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 attend the Reflection Room the following playtime.
4   The child then moves back to green.
Once children are on the tracker, they <u>do not</u> 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 won't earn your treat token' 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 (see serious misbehaviour definition earlier in the policy).

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 Senior Leader being called for which will be recorded on CPOMS. Serious misbehaviour may result in action being taken, e.g. seating being changed, or a lunchtime exclusion; the latter is done as a last resort, and follows extensive discussions with the Headteacher.

Off-site behaviour

Sanctions may be applied for non-criminal poor behaviour and bullying which occurs off the premises or online. This includes misbehaviour
- when taking part in any school-organised or school related activity, e.g. after school sporting events, residential trips, or school trips
- when travelling to and from school
- when wearing school uniform, or when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our procedures for dealing with allegations of abuse against staff for more information on how we will respond to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Speaking to Parents:

Children who are consistently choosing to behave badly will have parents or carers contacted. If a child reaches red on the tracker twice or more in one week, parents will automatically be contacted to discuss their child's behaviour.

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 Early Help, the Educational Psychologist, EWEL team etc.

Suspension and 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 (8:40-3:30pm) is dependent on good behaviour.

On occasion children may be sent for a period of suspension 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.

Further information is given in the Tudhoe Learning Trust Suspensions and Exclusions Policy.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. Prohibited items are given below:
- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Pornographic images
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis (see below).

Behaviour or Pastoral Plans:

On some occasions, staff may find it helpful to create a special behaviour or pastoral 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;
- Use of movement breaks, or shorter sessions;
- Adjusting uniform requirements if needed;
- 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.

Training

Staff are provided with training on managing behaviour, including proper use of restraint where appropriate, as part of their induction process. Behaviour management will also form part of continuing professional development. Whole school training on behaviour will be held at least termly and will cover the key ethos and procedures for the school behaviour policy as well as any emerging training needs.

Monitoring arrangements

The Trust behaviour policy will be reviewed regularly by the Trust. The school policy will be reviewed regularly by the Headteacher.

Links with other policies

This behaviour policy is linked to the following policies:
- Trust Suspension and Permanent Exclusion policy
- Safeguarding policy
- Anti-bullying Policy
- Trust Behaviour Policy