



# **Toft Hill Primary School**

## **Behaviour Policy**

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Date of review: October 2022

## Toft Hill Primary School Behaviour Policy

### Introduction

*'Good behaviour is a necessary condition for effective teaching to take place'*  
(Education Observed 5 – DES 1987)

The Governing body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. Research and recommendations from a report published by the Education Endowment Foundation (EEF) on Improving Behaviour in Schools (June 2019) has been used in the development of this policy.

### Statutory Duty of the School

The Head teacher and the Governing body are responsible for promoting good behaviour and discipline in the school. Head teachers must publicise this policy by making it known within the school and to parents.

### Behaviour principles and aims:

At Toft Hill Primary School, we It is a primary aim that every member of the school community feels valued and respected and that each person is treated fairly and shows positive regard for others. This is achieved by:

- Using the context of our schools and what we know about our pupils to inform our policy and strategies
- Promoting good behaviour through high levels of engagement, a nurturing environment and positive working relationships.
- Having a clearly defined system that is understood by all staff and followed consistently
- Children being aware of the school behaviour policy, including rewards for good behaviour and sanctions for misbehaving
- Teaching children positive learning behaviours using the 'Gem Power' approach
- Teaching and using self-regulation techniques
- Ensuring pupils feel they are important as individuals and that their work is appreciated
- Praising children for their achievements
- Teaching that is sensitive and makes appropriate provision in the classroom for children of all abilities so they can experience success
- Adults acting as role models encouraging positive behaviour, courtesy and respect

## School Rules

Our School Rules and Consequences are written, agreed and designed to make clear to the children how they can achieve acceptable standards of behaviour. They are reviewed with classes each year and constantly referred to. Our rules and consequences are displayed on all classroom walls. They are:

- Kept to a minimum;
- Positively stated, telling the children how to behave rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Our School Rules are:

- Follow instructions
- Be Kind (kind hands, kind feet, kind words)
  - Respect, support and encourage others
  - Move calmly and sensibly around school

## Positive Reinforcement

Our emphasis is on the reinforcement of good behaviour, rather than on failures. We believe that praise and reward have a motivational role helping children to keep these rules and see that good behaviour is valued. We recognise, acknowledge, praise and reward individual achievements by pupils being very specific about what the reason for the praise/ reward is. Praise and reward are used to reinforce our expectations of positive behaviour in a range of ways. They are earned by the maintenance of good standards as well as by noteworthy achievements. Praise needs to be given as much for behaviour as it is for effort and achievements.

The school employs a variety of reward systems:

- Adult recognition to acknowledge good choices in behaviour (eg. Verbal praise, thumbs up etc)
- Stickers
- Points (Dojo)  
Points have two functions; to motivate children individually with the opportunity to gain individual rewards and to collect for a coloured team reward
- Text message or notelet home to inform parents
- Certificates
- Achiever of the week
- Head Teacher's Award
- Being allowed to take good work as a result of positive learning behaviours to Head teacher or adult of their choice
- Special reward time
- Other in class rewards arranged by teachers

## **Sanctions and support for poor behaviour**

Although praise is central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of consequences are characterised by these features:

- It must be clear why the consequence is being applied;
- It must be made clear what changes in behaviour are required to avoid future consequences;
- There is a clear distinction between minor and major offences;
- It is the behaviour rather than the person that is referred to.

The school has a consistent use of sanctions through our behaviour management system where we recognise and celebrate that it is 'Good to be Green' as part of a visual approach.

Making poor choices with behaviour will result in:

- Verbal reminders of how to behave
- A move to 'Thinking Time' when a choice needs to be made to improve behaviour after receiving verbal reminders (a restorative conversation or time out may be used at this stage to help children to self-regulate and make good choices)
- A move to 'Warning' in recognition of not making better choices after 'Thinking Time' or to address a more serious breach of the school rules. (a restorative conversation or time out may be used at this stage to help children to self-regulate and make good choices)
- A move to a 'Consequence' where the consequence of their actions lead to a sanction. This may include:
  - Time out
  - Loss of privileges
  - Removal from class/situation
  - Involvement of Head/Deputy
  - Parents informed

Any behaviour resulting in a 'Consequence' will be recorded on CPOMS. This will be monitored by the Senior Leadership Team. Where children move to consequence on a number of occasions, with increasing regularity or for a serious breach of the school rules eg. aggressive, dangerous behaviour then further actions may be necessary.

- Meeting with parents
- Behaviour Plan
- Behaviour diary to monitor behaviour
- Exclusion – as a last resort

Please see Appendix 1 for behaviours that would lead to moving through the behaviour management process.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. It may be necessary to make referrals to other professionals in outside agencies for further advice and support. This will be done by the school SENDCO.

Some children may require behaviour support that is in addition to or different from the approach outlined in this policy eg. children with additional SEMH needs. In such circumstances, a personalised behaviour management plan will be put in place, based on research and advice from external professionals.

### **Restorative Approach**

Having a restorative approach to behaviour management helps us to promote mutually respectful relationships and supports a positive approach to behaviour management, conflict resolution and anti-bullying practices. The positive impacts are far reaching and impact upon attendance, and achievement as well as behaviour.

A structured approach is taken in the resolving of issues and staff follow a set of restorative questions:

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected? And how?
- What needs to happen now?
- What do you need to do now?

Through restorative conversations, children are encouraged to self-regulate or supported to regulate their feelings and emotions in order to improve their behaviour.

### **Additional support**

When a child is persistently behaving in a way which disrupts teaching and learning or causes distress to other children, other support may be required:

- Within school the SENCo teacher may be called upon to assist the class teacher in setting acceptable standards of behaviour in the classroom.
- Teachers may monitor behaviour using a behaviour chart. These highlight areas giving cause for concern. We may also use a home school diary so that children can start to understand that home and school work together to solve problems.
- It is school policy to place children on the Special Needs register and for an individual behaviour plan to be developed when behaviour gives serious cause for concern.
- It may be necessary in some cases to request advice from the Crisis Response or the Educational Psychologist and so use his/her expertise in dealing with children whose behaviour is causing concern. It may be necessary to seek the advice of other external agencies. A referral will be made upon parental agreement, should this be required.

- In extreme circumstances advice and support may be sought from The Behaviour Panel (a Local Authority expert group). They may suggest other possibilities such as a managed move to another school.
- Other expert advice may come from Social worker or the Police.
- In extreme cases exclusion may be considered.

### **Physical Intervention**

In the most extreme situations, where a child's behaviour is becoming physically aggressive, and where they are a danger to themselves and others, staff may use reasonable force to control or restrain the child. Section 550A of the Education Act 1996 sets out the powers which teachers and other staff have to use reasonable minimum force to physically control pupils.

It allows teachers, and members of staff authorised by the Head Teacher, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- injuring themselves or others
- causing damage to property (including the pupil's own property); and
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

(Section 550A of the Education Act 1996, Circular 10/98, Para 9)

In Toft Hill Primary, decisions to remove pupils will only be done under guidance and direction of senior members of staff. It is the responsibility of the Headteacher and Deputy Headteacher to physically intervene when behaviour becomes aggressive. Only in the absence of the senior leaders should a class teacher take on this role and then only in the presence of another staff member.

An example of reasonable force could be physically blocking a pupils' path or leading a child by the arm, or through placing an arm across the back of the shoulders, to a place of safety. (DfE guidance 2013). All incidents will be recorded on cpoms and reported to parents.

### **Exclusion**

If all strategies fail and a pupil still behaves in an unacceptable manner or a pupil is endangering other pupils, themselves or an adult it may be necessary to exclude the pupil. In such cases the head teacher will contact the parents of the child giving the reason for the exclusion.

### **Procedures following fixed term exclusion**

1. Exclusions up to five consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty notice if they fail to do this.

2. Exclusions for six consecutive days or more – the school has a duty to provide suitable full time education provision from and including the sixth day of the exclusion.

### **Procedures following permanent exclusion**

It is the responsibility of the school during the first five days of a permanent exclusion that work is sent home for the pupil to complete. During these initial five days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty notice if they fail to do this.

### **Parents**

The school aims to establish collaborative links with parents and will try, whenever possible, to accommodate the personal needs of parents so consultation, discussion, advice etc is always available. Staff are happy to be approached about worries parents may have concerning their children.

If the behaviour of a child is causing the school some concern parents will be contacted and actively involved in finding a suitable approach to the individual child's behaviour.

### **Governors**

School Governors play an active part in the positive ethos of the school in showing care and ensuring just and fair dealing in all circumstances.

### **Staff development**

Staff are actively encouraged and supported in attending appropriate training courses organised by the LA and other reputable bodies.

Regular, in house CPD is delivered to all staff where the school's policy and procedure are reviewed.

### **Addendum (from June 2020)**

In response to the ongoing COVID19 situation Toft Hill Primary has adopted additional guidance from the DfE as regards behaviour.

In light of the need for children to behave differently when they return to school, and new systems which have been put in place to support this, some changes have been made to our behaviour policy. These will be communicated to pupils, parents and staff.

All pupils must:

- follow the altered routines for arrival or departure
- follow the school's instructions on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, use the one-way systems, out of bounds areas, queuing)

- be sensible and follow guidance when sneezing, coughing etc and dispose of tissues in the proper place ('catch it, bin it, kill it') and avoiding touching mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus (COVID-19)
- follow rules about not sharing any equipment or other items including drinking bottles
- follow adult instructions about where they may or may not play during break times
- follow instructions about use of toilets and handwashing facilities
- not cough or spit at or towards any other person

Any infringement of these expectations will be taken seriously as they aim to protect everyone involved with Toft Hill Primary.

Pupils will be rewarded for their behaviour e.g. Dojo points and will receive sanctions when not meeting the expectations laid out above.

## Appendix 1

Examples of behaviours that staff will consider when implementing the behaviour management process are:

'Good to be Green' Behaviours:

- Listening respectfully to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Being ready to learn
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having your reading book in school
- Looking after school equipment
- Keeping the classroom tidy
- Using good manners
- Being helpful
- Good effort/ trying hard

Behaviours that would lead to 'Thinking time' (yellow) or 'Warning' (orange):

- Distracting others
- Not listening carefully (eg. Talking when others are talking)
- Not following instructions (work related, tidying away, playtimes, toilets etc)
- Saying unkind things
- Being rude and answering back (inappropriate tone of voice)
- Negative body language (e.g. turning back when being spoken to, rolling eyes etc)
- Being overly boisterous
- Not looking after school equipment/environment/own and other's property.
- Not lining up/moving around school sensibly
- Lack of effort

Behaviours that would lead to a 'Consequence' (red):

- Not making the right restorative choices from 'warning'
- Swearing with offensive intent
- Being physically abusive or aggressive
- Being verbally abusive or aggressive
- Deliberately damaging school property or the property of others
- Taking other peoples' belongings without permission
- Refusing to co-operate
- Causing high levels of disruption to learning

The list is not exhaustive and staff will use their own discretion to take proportionate actions when necessary, with the guidance of the Senior Leadership Team.