



# Behaviour Policy

<b>Responsible Person</b>	<b>Mrs L Stinchon</b>
<b>Date Created</b>	September 2024
<b>Date to be Reviewed</b>	September 2025

## Our School Vision

As a school community, we nurture pupils to become motivated and resilient so that they can reach their full potential whilst encouraged to be curious and develop a life-long love of learning. We understand that each pupil possesses unique qualities and, we seek to recognise their individuality and develop who they are in a safe, respectful and caring environment. Here at Trawden, we aim for every child to become successful and this is firmly rooted in our ethos where 'every child matters; every moment counts.'

## Values

**Successful** – we work hard to achieve our goals.

**Trustworthy** – we are kind, helpful and truthful.

**Adaptable** – we listen, think and are ready for change.

**Remarkable** – we are all unique with different talents.

## Aims

Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone, children and adults alike feel **safe** and **happy** and have the opportunity to **learn, achieve** and **be successful**.

- maintain a safe and caring learning environment by creating a purposeful, relaxed and happy working atmosphere for everyone in the school community, children, staff and parents
- develop an ethos in relationships, which encourages mutual respect and trust among all those working in school, adults and children alike
- enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and the valuing of the contribution each may make to the well-being of others in the school community
- negotiate by consensus strategies for promoting positive behaviour and modifying unacceptable behaviours, which will be applied consistently by all those working in the school
- communicate to all those involved, the systems of rewards and consequences adopted, in order to involve and enlist the support of everyone in encouraging appropriate behaviours
- encourage self-discipline so that appropriate behaviour is maintained outside of school and in the wider community
- reward and emphasise positive behaviour

## **The School Environment**

At Trawden Forest Primary, we encourage and expect high standards of behaviour from all children. We look to promote good relationships to build our sense of community and share the common purpose of enabling everybody to learn together. We are a calm school and speak to each other respectfully at all times. We include the adults in school within this ethos as the children look to us for examples of effective relationships. We expect all adults and children within school to behave considerately towards others. Our system is fair and takes account of individual needs as well as the collective needs of each class. Our policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Focal points of our policy include:

- behaviour for learning
- rules
- consistency
- good relationships
- restorative approaches
- respect
- choice
- curriculum
- rewards
- logical consequences

## **Working with parents**

We value our work alongside parents and are keen to work in partnership with them to promote good behaviour. Our commitment to them is:

- to celebrate and reinforce good behaviour and character with them
- to inform them of problems related to behaviour
- to meet with them formally twice per year (parents' meetings)
- to be available at other times to discuss their child's behaviour as the need arises
- to keep them informed before consulting outside agencies
- to share with them the procedures that are available in school for dealing with behavioural difficulties
- to signpost places where they may seek help for dealing with behavioural difficulties at home. In return, we ask that parents and children sign a home school agreement

## **Reflection**

We teach our children to take ownership of their behaviour and to understand the importance of reflecting on their actions. We aim to help the children understand and manage their behaviour and recognise when their behaviour has been positive or inappropriate. We always provide the opportunity for children to discuss and modify their behaviour.

## **Rewards and Sanctions**

We not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis is on the positive and consistent reward of excellent behaviour and attitudes. We believe our pupils learn best when they are happy in school. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. There are a wide range of rewards and sanctions within school which are relevant to the child's age and stage of development.

## Rewards

Our rewards take many forms such as:

- verbal praise
- eye contact & smiling / nodding
- written comments
- smiley faces
- stickers
- behaviour chart
- certificates e.g. good work or kindness
- Headteacher awards
- Headteacher stickers
- special responsibilities
- positive communication with parents
- special certificates to celebrate sporting events etc.
- shout-out box

## Sanctions

Sanctions at Trawden Forest may include:

- voicing displeasure at an action (never of the child)
- time out from an activity
- missing a play time or part of lunch time
- reflection and restoration
- a written piece to explain an action or a letter of apology
- moving down or off the behaviour chart
- going to the headteacher / deputy headteacher
- internal exclusion

Some children may need specific behaviour plans. A robust system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to monitor and address persistent issues.

## Classroom Systems

Children all start at the same point and work hard through the day to move through the chart. Children will be moved up the chart for a range of reasons such as kindness, being caring, displaying our school values, being a good citizen, a positive attitude to learning etc. Each behaviour chart has four stages for the children to move through. At the end of each day, every child who has reached the top will have their name written on a star and put into the class box. At the end of the week, names will be drawn out of the box and those children will choose a prize to take home.

Poor behaviour will be addressed as follows:

Step 1	Step 2	Step 3	Step 4
Discussion and reminder about inappropriate behaviour.	Verbal warning about behaviour making it clear their name will be moved if they continue.	Name moved down. Discuss what has happened, the impact on themselves and others and how	Name moved off the chart. Miss part or all of playtime and visit headteacher / deputy headteacher. Inform parents.

		behaviour can be changed.	
If the behaviour involves verbal or physical harm or showing a lack of respect to staff, warnings will not be given and their name will be removed and they will visit the headteacher / deputy headteacher immediately. Parents will be notified of this.			

## **Restorative Approaches**

When an incident has occurred where a child has behaved inappropriately, a restorative approach is followed. Questioning takes the same structured form:

- what happened / what's happening?
- what were you thinking / feeling at the time?
- what do you feel / think now?
- how have you and others been affected?
- what do you need?
- what do you need to do to put it right?

## **Lunchtime staff**

- We expect our children to display the same high standards of behaviour at all times during the school day.
- We reward positive behaviour through verbal praise and by placing names in the 'Star Book'. These names will be called out in achievement assembly on a Friday and the children will be invited to come and sit on the bench.
- Class teachers and / or SLT are informed about negative behaviour during lunch times.

## **Strategies for Promoting Positive Behaviour**

We believe that developing excellent relationships is integral to school life. Relationships between staff and pupils are built on trust and mutual respect. These relationships allow us to get the best from our children and for them to feel valued. In addition to this we also ensure:

- good quality teaching
- interesting and exciting learning
- clear, consistent and high expectations
- praise for good behaviour
- celebrating success (sharing learning in class, with the Headteacher, in assembly, with parents etc.)
- class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- children involved in making the rules
- children involved in agreeing consequences
- children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- recognition when behaviour has improved
- giving children responsibility for areas around the school or helping adults
- using a quiet voice and calm manner
- leading by example
- recognising everyone's need to be heard
- clear boundaries
- consistent approach
- whole class attendance certificates earning an extra playtime

## Positive Handling Strategies

There may be some occasions where children will need additional behaviour strategies. We follow the Positive Handling approach and aim to diffuse potentially dangerous situations before they arise. Where this has not been possible, a child will only be moved if they are causing harm to themselves, others or property. Parents will be informed. All staff at Trawden are permitted to use 'reasonable force' to ensure the safety of children within school. Examples of this may include:

- separating fighting children
- when a child is disrupting the learning of others and needs to be removed from the classroom
- when a child is posing a risk to themselves, another pupil or a member of staff

Usually the use of these strategies will have been discussed with parents in advance and the child will have an individual behaviour plan. Where this is not the case, parents will be informed when these strategies have been used.

## Strategies for Dealing with Persistent Unacceptable Behaviour

At times all schools will have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist, Inclusion Hub and other support agencies. Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy.

- regular discussion with children and parents
- home/school message books and conversations with parents
- Behaviour Plans or behaviour targets on an Provision Maps (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (personalised reward charts/observations in class)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks)
- Internal exclusions (learning away from other children, on school premises but not in class)
- Team of adults working closely together to support the child
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies (e.g. District 13 Inclusion Hub)
- Access to nurture
- Fixed term exclusion
- Permanent exclusion

## 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. We take bullying very seriously here at Trawden and the processes above are rigorously followed if we have any reported cases of bullying (see Anti-Bullying Policy).

Pupils' understanding varies with age. Infants may confuse bullying with fighting and other negative experiences meaning they need support in identifying what bullying is. Older Key Stage 2 children tend to develop more of a mature understanding and should, with training, develop strategies to cope with low level unkind remarks and actions. Our PSHE curriculum, whole school assemblies and opportunities to work in small social skills groups, will help to develop an understanding of how to deal with unkind remarks in a positive way and how to seek help when needed. This includes children who witness bullying taking place.

## Racism

Racism is bullying behaviour specifically targeted at a person's colour, ethnicity or cultural background. Racist behaviour will be dealt with in exactly the same way as bullying and will not be tolerated in our school. Research shows that name calling is the most common direct form of bullying or racism. This may be because of individual characteristics but pupils can also be called nasty names because of their ethnic origin, nationality or colour, or some form of disability.

## Exclusion

Very occasionally it may be necessary to exclude a child from school. School identifies children at risk and strategies are put in place to try to avoid this. Exclusion is only used when all other sanctions have failed or when the behaviour is so severe that it is necessary for the safety of others. Extremely serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion.

Escalation may include the following:

- in severe cases if fixed term exclusions do not help the pupil, a permanent exclusion can be enforced.
- the Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- the governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

## Conduct out of School

We expect high standards of behaviour from our children and this includes their conduct outside of school and we will apply the same praise and sanctions.

Circumstances may include:

- taking part in school organised or school related activities (school trips and sporting events etc.)
- travelling to and from school
- when the child is in school uniform or is identifiable as a pupil at the school
- behaviour that could have repercussions for the orderly running of the school
- behaviour which could pose a threat to another pupil or member of the public or could adversely affect the reputation of school

## Roles & Responsibilities

### The Governing Body

The Governing Body will review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the **Governing Body**, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher 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.

## **Staff**

Staff are responsible for:

- implementing the Behaviour Policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

## **Parents/Carers**

Parents/carers are expected to:

- support their child in following the school values and rules
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly