



# **Behaviour Policy**

## **2020-21**

Every child matters; every moment counts.

## 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.'*

## Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

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**.

## Values

*We believe that when children feel safe, as they do here, they can learn to:*

be calm

be kind

be honest

be brave

be the best they can be!

## Aims

- Maintain a safe and secure 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

## **The School Environment**

All staff working within the school create opportunities that help pupils to develop positive attitudes within the school environment.

We aim to:

- be supportive
- develop a sense of community and working together
- motivate children to do well, through excellent classroom management and a challenging, interesting and relevant curriculum
- raise children's self-esteem and develop their full potential
- reinforce positive behaviours and focus on the success of the children e.g. displays of work, certificates, whole class behaviour charts, Celebration assembly
- be ordered and calm
- recognise each as an individual and be aware of needs
- be forgiving, so that incidents are dealt with and then the children encouraged to move forward in a positive way.

## **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 inform them of problems related to behaviour
- To celebrate and reinforce good behaviour and character with them
- To meet with them formally up to three times 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.

## **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. Wherever appropriate, children's best efforts will be celebrated through display and performance. There are a wide range of rewards and sanctions within school which are relevant to the child's age and stage of development.

### **Rewards**

Verbal praise, written comments, smiley faces, stickers, behaviour chart, certificates e.g. good work or kindness, Headteacher awards, Headteacher stickers

## Sanctions

Voicing displeasure at an action (never of the child), time out from an activity, missing a play time or part of lunch time, a written piece to explain an action or a letter of apology, moving into amber or red zone on the classroom behaviour chart. 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 keep a trail and address persistent issues.

### Strategies for Promoting Positive Behaviour

- Good quality teaching
- Interesting and exciting learning
- Clear and consistent high expectations
- Praise for good behaviour
- Celebrating success (sharing learning in class, with the Headteacher, in assembly, with parents)
- 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
- Peer mentoring

### Strategies for Modifying Unacceptable Behaviour

#### **Unacceptable behaviours include:**

- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying
- Racist abuse
- Any form of fighting. Children should be helped to appreciate that “play-fighting” invariably turns nasty, whether intentionally or not, and someone is likely to get hurt
- Swearing
- Rudeness to any adult working in school, including refusing to do what an adult has asked them to do
- Disrupting other children’s learning
- Any damage or theft to property, whether classroom or school equipment or the property of others
- Any dangerous behaviour which puts children’s health and safety at risk
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don’t escalate.

#### **Consequences include:**

- Adult disapproval or verbal reminders
- Discussion with an adult about the behaviour
- Removing a child from a situation (asking them to move)
- Team Teach Strategies
- Withdrawal of privileges/freedoms, such as a play-time or participation in extra-curricular activities, the reasons for the deprivation being clearly explained

- Redress for any mess/damage incurred can be insisted upon and children enlisted to help, even if they are unable to make the damage good themselves
- Referral to the Headship team
- Informing parents and/or involving parents in discussion

### **Team Teach Strategies**

There are some occasions where children will need additional behaviour strategies and support. In school we follow the Team Teach approach and aim to diffuse potentially dangerous situations before they arise. Where this has not been possible, a child will only be moved using approved care and control techniques, to a safe area where the de-escalation of behaviours can take place and the child can become calm, reflect and adopt positive behaviours in the future. A child will only be moved using these techniques if they are causing harm to themselves, others or property. Parents will then be informed.

### **Strategies for Dealing with Persistent Unacceptable Behaviour**

No school will ever be free of children who from time to time 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 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, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Individual Behaviour Plans or behaviour targets on an Individual Education Plan (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 seclusions (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. behaviour outreach support)
- Access to nurture
- Restraint - a group of staff are trained in using 'Positive Handling' techniques. De-escalation is the first strategy and handling children is a last resort. Restraint of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed.
- Fixed term exclusion – following a fixed term exclusion a meeting with parents and the child will be held prior to the return date in order to draw up a reintegration plan setting out clear targets and support. This reintegration plan will be reviewed within 10 days of a child returning to school.
- Permanent exclusion – this is the last resort and the school will follow DfE and Local Authority guidance on the management of such a situation if it should arise.

## **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.

## **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. Anti-racist behaviour will be dealt with in the same ways as bullying.

Pupils' understanding varies with age. Infants may confuse bullying with fighting and nasty experiences sometimes making it difficult to identify actual bullying. 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. SEAL and whole school assemblies, as well as 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.

## **Exclusion**

- Very 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.
- 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.

## **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 (Appendix 1). 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 chart in following the school values
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

## Class Behaviour Systems

Each class has a theme for their behavior chart which is appropriate to the age and interests of their children. They are all underpinned by the same zonal system. We refer to our school values frequently and this, along with our focus on positive behavior, underpins our whole system. Children are given firm boundaries and know what acceptable behavior is. Children who fall below our expected standards of behaviour are dealt with privately and always have the opportunity to work back up the class behavior chart.

### GOLD ZONE

Children who reach the GOLD ZONE are demonstrating exceptional behaviours for learning. They make significant contributions in lessons and/or around the school. They have shown kindness and respect to others throughout the day. A reward such as a golden ticket or sticker will be sent home when a child reaches this level.

### SILVER ZONE

The SILVER ZONE is where we expect the majority of our children to reach throughout the day. This shows that children are consistently following our school values: 'be calm, be honest, be brave, be the best you can be'. They will have done something extra special to move beyond the GREEN ZONE which may include persevering when they find something difficult, showing kindness and compassion to others or producing fantastic work.

### GREEN ZONE

All children start the day in the GREEN ZONE.

Expected behaviour in lessons includes children:

- Demonstrating excellent attitudes towards learning
- Paying full attention- active learners
- Co-operating and showing perseverance when tackling challenges
- Enjoying their learning
- Presenting work well and acting on advice on next steps

Expected behaviour outside lessons includes children:

- Showing consistently positive behaviour, respect and good manners
- Moving orderly around the school, aware of other learners

- Responding quickly and quietly to instructions
- Showing responsibility for themselves and others
- Taking pride in the environment.

Expected behaviour in the playground includes children:

- Playing happily together
- Organising their own games cooperating and demonstrating understanding of rules
- Showing deep understanding of consequences of actions
- Feeling safe
- Older children actively looking out for younger children
- Staff providing a range of activities well suited to age and interests of children

#### VERBAL WARNING

Children will be given a verbal warning if they are displaying behaviours that are below what are expected in school. Children will be reminded how to behave and given the opportunity to show that they have listened and alter their behaviour. If they do not respond to this, they will be moved to the red zone. Reasons for a verbal warning may include: rudeness, not paying attention, not completing work or using unkind words.

#### RED ZONE – there are some instances where a child may go straight to the RED ZONE

Examples of behaviour	Actions	Staff involved
Swearing Stealing Physical contact/hurting others Threatening behaviour Bullying Deliberate damage to resources and the environment	Removal from a situation Loss of playtime and or lunchtime Parent informed Completion of ABC LOG	Class teacher They may make a decision to involve SLT.

#### Repeated Red Zone

	Analysis of ABC Log Meeting with parents Strategies identified to move forward- Behaviour Contract Internal exclusions Support from external agencies Fixed term exclusions	Class teacher working with SLT and parents. Headteacher
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Date of Policy:	February 2021
Person Responsible:	Headteacher Mrs L Stinchon
To be reviewed:	Annually
Review Date:	February 2022