

TWEEDDALE PRIMARY SCHOOL

POLICY FOR BEHAVIOUR

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on **12/05/21**.

The policy will be reviewed by the Head Teacher annually and by the governing body in **May 2024** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Leaders and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....
Chair of Governors

Date.....

BEHAVIOUR POLICY

RATIONALE OF THE TWEEDDALE BEHAVIOUR POLICY

Our school is part of the Tweeddale community where everyone has the right to enjoy learning and to achieve in a safe environment.

In order to achieve this, we aim to create an ethos where everyone feels secure and confident irrespective of race, gender, sexual orientation, culture and religion, with equal opportunities for all. Each child and adult needs to understand what rights and responsibilities they have as members of this school. All children have the right to be taught and to learn, without disruption due to undesirable behaviour from others.

All adults must adhere to the behaviour policy to ensure fair treatment for all children.

Tweeddale's approach to providing a supportive school environment gives both teachers and pupils a direct responsibility in managing acceptable behaviour within our school. This will create a successful teaching and learning environment and develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions. We want our children to do the right thing because they know it is the right thing to do.

AIMS

1. To establish high expectations of good behaviour.
2. To encourage a calm, purposeful atmosphere within the school.
3. To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
4. To encourage everyone to accept responsibility for his/her own behaviour, leading to increasing independence, self-esteem and self-discipline.
5. To have a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
6. To ensure that the boundaries of acceptable behaviour are clear and consistent, and all staff and children know the sanctions and rewards.
7. To encourage respect for all individuals, including their culture, gender, race, sexual orientation and particular needs and circumstances.
8. To encourage respect for all property and the school environment.

We believe that the best way to achieve this is through positive recognition of a pupil's achievements. All members of staff will use every opportunity to promote high standards of behaviour through the curriculum, through day-to-day contact with children and through the example they set.

This policy should be read in conjunction with:

- DfE, GLT and London Borough of Sutton Guidance on Exclusions
- GLT Behaviour Policy
- Anti-Bullying Policy
- Equal opportunities Policy
- Inclusion / SEND Policy
- GLT Staff code of conduct
- Child Protection Policy
- Safeguarding Policy

CORE VALUES

The basis of this policy is our core values, as follows

<i>Every Individual Matters:</i> We are all important, all special, all deserve to be heard.
<i>Be honest:</i> Tell the truth, take responsibility, own up.
<i>Respect each other:</i> Be considerate, think of others, don't be rude or unkind, hurtful or destructive.
<i>Be supportive:</i> Help each other, give support to one another, look out for one another.
<i>Strive for excellence:</i> Try your best, keep going, be determined to succeed, don't give up.

Our core values were chosen by our school children and underpin everything we do. They highlight collectively important concepts that need to be worked at and focused on by all pupils, staff, parents and governors. Our core values are displayed around the school and form part of our Home/School Learning Partnership Agreement.

The school's core values are displayed in every classroom. Teachers also devise specific classroom rules with the children, based on the core values, appropriate to their pupils' ages and their particular classroom organisation. These are referred to constantly and may have photos or pictures to reinforce them particularly for the younger children.

Home/School Learning Partnership Agreement

In order to achieve our aims each member of the Tweeddale community has certain responsibilities. These responsibilities are also part of our Home/School Learning Partnership Agreement. The Home/School Learning Partnership Agreement is introduced to children when they start EYFS, KS1 and KS2. When pupils are admitted mid-term, their parents will be asked to sign the agreement as part of the admissions process. The child will also be expected to sign the agreement. In the Foundation stage the Home/School Learning

Partnership Agreement may be signed by the teacher and parent during the child's home visit.

PROMOTING A POSITIVE ETHOS IN THE SCHOOL AND ENCOURAGING POSITIVE BEHAVIOUR

We have based our expectations of behaviour on a series of rewards and sanctions, rights and responsibilities. We will promote the positive behaviour we desire, and ensure there is a safe and secure environment that promotes success, achievement and self-worth.

Playground and Hallway rewards (Whole School)

When children are seen following the core values and doing the right thing during break times and lunchtimes, they can be given house points by any member of staff. Examples of good behaviour include walking down the hallways, letting others play their games, helping a friend who has been hurt and sharing playground equipment.

Compliment rewards (Y1-Y6)

Whenever a whole class is complimented by another member of staff, the children earn a letter to spell out the word compliment. When the whole word is spelt, the children can vote on a whole class reward.

Excellent behaviour (YR - Y3)

Reception and Y1-Y3 use the 'good to be green' card system. If the child is displaying excellent behaviour, they may be given a gold card. This also acts as a certificate. The child can take it home at the end of the day to inform parents of the excellent behaviour.

Examples of excellent behaviour include exceptional work, perseverance to complete work, being a great team member and following the core values.

Star of the Week (Y1-Y6 (YR from Spring))

One child from each class is chosen by the teacher each week, to receive a gold book certificate in assembly. These are given out by the Headteacher and the reason for their achievement is shared. These children are brought out to receive their certificate on the stage, in front of the whole school.

Headteacher Awards (Whole School)

Teachers send children over the week to the Headteacher if they display exceptional behaviour or work. These children receive a Headteacher's award, which is presented during a weekly assembly. These children are brought out to receive their certificate on the stage, in front of the whole school. The children's names are included in the school newsletter.

House Points (YR-Y6)

All children are allocated a house team once they join Tweeddale Primary School (Fire, Air, Earth or Water). Classes have house boards, where their house points are recorded. House totals for the whole school are shared every two weeks in achievement assembly. The children can win house points for achievement in any form. Any adult within the school can give out house points. The winning house team at the end of the year will receive a reward.

Praise and encouragement (Whole School)

Children like to feel good about themselves, and adults giving genuine praise whilst having high expectations can be incredibly powerful. All adults will praise children for following the core values. In EYFS children can be awarded the 'Take Home Bear' for good behaviour.

Stickers/stamps (Whole School)

Stickers and stamps are an instant way to give feedback to children and encourage good behaviour. They may be stuck on the child, or put on their work/books.

Whole Class rewards (Whole School)

Class teachers may use whole class incentives to encourage good behaviour. There will be a whole class goal that all children understand e.g. filling a jar with marbles, points on a chart, beads on a thread. Once the goal is achieved, the whole class votes for a reward from the whole class rewards list.

Golden time (Y2-Y6)

Classes have Golden time one afternoon per week. This is often a time where teachers get to talk with children in a more relaxed manner, and are able to listen and observe social relationships within their class. All children start the week with the full twenty minutes of golden time. However, this is not a right, and children who have not followed the core values or class rules may have minutes taken off their Golden time over the week. They can earn their minutes back with good behaviour.

MODIFYING BEHAVIOUR THROUGH THE USE OF SANCTIONS

If children make, or continue to make the wrong choices, they need to understand that there are consequences for their actions. We have a graduated response to support teachers in dealing with inappropriate behaviour, making roles and responsibilities clear.

Warnings (YR-6)

All classes have visual displays in their classes in a prominent position. First, children get a verbal reminder if their behaviour needs modifying. This may be direct or indirect by praising those children sitting around the child in the hope the good behaviour will 'spread'. If the negative behaviour continues a warning is given and their name will be displayed. The child may need to be moved, or have equipment taken away from them at this stage. If the behaviour continues again, they receive a sanction. This means the child must go to time out in class. While there they need to reflect on their behaviour, and their behaviour will be discussed with them. If their behaviour is still inappropriate they receive another sanction and are sent straight to time out in another class.

Good to be Green (YR-Y3)

All classes have 'It's Good to be Green' charts displayed in their classes in a prominent position. They are labelled with the children's names. Every day all children start on a green. The coloured cards are a clear system that all children will understand.

First, children get a verbal reminder if their behaviour needs modifying. This may be direct or indirect by praising those children sitting around the child in the hope the good behaviour will 'spread'. If the negative behaviour continues a yellow card is placed behind their name.

The child may need to be moved, or have equipment taken away from them at this stage. If the behaviour continues again, they receive a red card. This means the child must go to time out in class. While there they need to reflect on their behaviour. Once the child has returned to join their class, their red card is replaced by a yellow one. If their behaviour is still inappropriate they receive another red card, and are sent straight to time out in another class.



Some behaviours warrant immediate time out in class, or even out of class.

Time out (YR-Y6)

All classes will have a time out table or reflection area where children can sit undisturbed and complete work/complete a behaviour reflection. In this area there will be a range of questions or pictures to encourage the children to think about what they did and how they can make it better. The time out area will also have an egg timer at it (5 mins for EYFS and KS1, 10 minutes for KS2). The children will be responsible for turning the timer and returning to the class when it is done.

When children have time out in another class, teachers need to send children to their partner class i.e Tigers to Leopards. Children are given the opportunity to reflect on their behaviour whilst in time out in their own and/or another class. They must turn the timer, but wait for permission to return to their own class once it runs out. Behaviour will be recorded on the child's behaviour record on SIMs, and monitored half termly by the senior leadership team.

If the child continues to behave inappropriately, they will be sent to their key stage leader for time out and then a member of SLT if further behaviour incidents occur.

No child is to be left outside a classroom unsupervised, or asked to go to time out in another class by themselves. They must be escorted by another child or adult to ensure they get there calmly and safely.

Senior Staff Involvement

Some behaviour needs immediate intervention from a senior member of staff (see below). Children with SEND may need to go to the Inclusion Manager. All other children are to go to their key stage leaders, with the Headteacher as a last resort if staff are in meetings/not in school/unable to see the child or if the behaviour is serious or escalating.

If senior staff are involved, parents need to be notified. This can be face to face or via a phone call or letter. If senior teacher involvement is needed regularly, parents/carers will be invited into school for a formal meeting. Senior staff will keep a log of the children sent to them, so they can monitor the frequency and reasons they have been sent.

Behaviour Contracts/ Behaviour Reports (Y2-Y6)

A child can be put on a behaviour contract by any senior leader. Behaviour contracts are usually for 2 – 3 weeks at the most. There will be set targets that will be closely monitored with a reward at the end of the day for achieving them. The targets and reward will be chosen in discussion with the child. There will be a home/school part of the contract for parents and staff at school to comment, to encourage good communication and honesty about the situation. The contract will be regularly checked by senior staff.

Playground behaviour

Children in the playground who do not follow the core values will be given a warning. If they continue to misbehave they will be asked to go to time out – 5 minutes or walk around with an adult. When the children are sent to timeout, it will be recorded on SIMs. It is the responsibility of the duty staff to record the incident on SIMs. At lunchtimes the senior lunchtime supervisor must be informed. When an incident warrants instant time out, this may take place inside with the senior lunchtime supervisor or with a member of SLT.

If a child is missing their break / lunch play, it is the responsibility of the member of staff who gave the sanction to organise alternative provision for the child, including the opportunity to have a comfort break and walk outside. The front playground can be used for this provision.

Football

Playing football at break times is a privilege, not a right. Children who are abusive either verbally or physically will be banned from playing football for a given period of time. Children can only play football with a sponge ball which they are permitted to bring into school

Parental Involvement

Parental involvement is essential at all stages of the process and we will inform parents, as appropriate, so that we can work together to have a positive impact on the ethos and behaviour within the school and support children to behave in an expected manner.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Type	Sanction
Sexualised bullying/street harassment	<ul style="list-style-type: none">● Fixed Term exclusion
Rape jokes/Slut shaming/Sexist slurs/Rating women's appearance/Comments that objectify women and girls/Objectification in the media and/or popular culture	<ul style="list-style-type: none">● Report Card● Meeting with parents● Internal exclusion● Fixed Term exclusion
Gender stereotypes/Sexist jokes/Sexist language/Different expectations of boys and girls based on gender	<ul style="list-style-type: none">● Behaviour modification through education, modelling and discussion● Repeat offences would result in

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

REWARDS CHART

Years 1 - 6 Behaviour	Reward	By Whom
Consistently doing the right thing	Praise Stickers or stamps Recognition of good behaviour Green on the 'good to be green charts' House points given out Feedback to parents	All staff
Following the core values around the school or in the playground	Praise House points given out Class teacher told Feedback to parents	All staff
Excellent behaviour which could include outstanding work produced or attitude to learning and/or peers. Following the core values and setting a good example to others.	Praise Stickers and stamps House points given out Star of the week Headteacher rewards	Class teacher LSA Key Stage Leader Senior Midday Supervisor Senior Leadership Team
Excellent whole class behaviour	Praise Compliment reward Golden time Whole class reward	Class teacher LSA Phase Leader Senior Midday Supervisor Senior Leadership Team

SANCTIONS CHART

Years 1 - 6 Behaviour	Sanction	By Whom
For minor incidents in class e.g. fiddling, wasting time, talking out of turn, swinging on a chair etc.	Warning Move child's place Remove distractions	Class teacher LSA
For continued incidents in class, as above, or more serious incidents e.g. calling out, walking about, rude noises, constant talking, arguing with other children. At lunchtime – not following instructions from midday supervisors, minor misbehaviour in the playground.	Yellow card Red card if behaviour continues Time out in own class Short loss of playtime (supervised by classroom staff) Golden Time reduced for individual children or whole class Short loss of lunchtime play.	Class teacher LSA Midday supervisor
For continued incidents as above, or more serious incidents, in class or in the playground, e.g. name calling,	Red consequence card Time out in another class If the behaviour continues the child will be sent to their key	Class teacher LSA Key Stage Leader Senior Midday Supervisor

damaging property, intentionally disrupting the play of others.	stage leader, parents informed, and may need to work in a supervised space. Time out with Senior Midday Supervisor	
If behaviour continues or for more serious incidents e.g. spitting, stealing, vandalism, racism, violence, running out of class, refusing to follow instructions, bullying (physical or verbal), fighting in class, refusing to comply, verbal abuse towards children/adults	Internal exclusion Child may be put on a behaviour contract (daily progress monitoring charts checked by teacher and Senior Leadership Team daily) A member of the Senior Leadership Team to meet with the parent/carer and child to keep the situation under review.	Headteacher Deputy Headteacher Senior Leadership Team
If there is still no improvement in the behaviour of the pupil or for a serious one-off incident of violence or serious verbal abuse.	Headteacher meeting with parent/carers Possible consultation of outside agencies Fixed term exclusion Permanent exclusion	Headteacher Deputy Headteacher Assistant Headteachers

Other Policies to be referred to regarding Behaviour Management include

DfE, GLT and London Borough of Sutton Guidance on Exclusions
 GLT Behaviour Policy
 Anti-Bullying Policy
 Equal opportunities Policy
 Inclusion / SEND Policy
 GLT Staff code of conduct



<p>Congratulations</p> <p>1</p> <p>house point</p>	<p>Congratulations</p> <p>1</p> <p>house point</p>	<p>Congratulations</p> <p>1</p> <p>house point</p>
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Whole Class Rewards (Example)

Fifteen minutes on the climbing frame



Fifteen minutes extra play time



Fifteen minutes football



Fifteen minutes using PE equipment



Fifteen minutes using musical instruments



Fifteen minutes board games



Fifteen minutes computer time



Fifteen minutes art time



Fifteen minutes construction and small world play



Fifteen minutes indoor free choice



Fifteen minutes paper craft



Ice Lollies





The Tweeddale School Reflection

Help us respect each other, be considerate of each other's needs and be kind to those around us.

Help us to understand how important and special we all are, that we all matter and all deserve to be heard.

Help us to be honest, to tell the truth, take responsibility and own up even though this can be difficult.

Help us to be supportive, to really be a friend when someone needs us, whoever they are.

Help us to always strive for excellence, to keep trying even when we feel like giving up, to be the best we can be.

Help us most of all to work together to make our school as good as it can be.