

Tweeddale Primary School

Behaviour Policy

01/07/22

This Behaviour Policy applies to **Tweeddale Primary School** and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT Student Welfare Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Student Welfare Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

Approval and review:

This policy is the responsibility of: **The Headteacher**

This policy was approved by the Local Governing Body on: **June 2022**

This policy is due for review by: **June 2025**.

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.

Aim

To create and maintain an environment of mutual respect and understanding in which all pupils, parents/carers, staff and governors can participate and take responsibility for the learning process

- To create a consistent and positive approach to behaviour management throughout the school by establishing high expectations of good behaviour
- To create an environment which is calm and purposeful to allow pupils to feel safe, secure and respected
- To establish an ethos of accepting differences and individual values across the school no matter a person's culture, gender, race, sexual orientation and particular needs and circumstances
- To help pupils understand, moderate, manage and take responsibility for their own behaviour in ways that will be acceptable in the wider society in which they live
- To enable pupils to develop their own sense of self-worth as well as tolerance and respect for others
- To ensure that the boundaries of acceptable behaviour are clear and consistent, and all staff and children know the sanctions and rewards
- To encourage respect for all property and the school environment.

Tweeddale Primary School Core Values

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

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| <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. |

Rewards

Pupils should be valued and their good behaviour positively encouraged and rewarded. All rewards relate to keeping our values and rules. All staff need to highlight pupils' strengths rather than weaknesses. We accentuate the positive through a range of measures, including:

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.

Excellent behaviour (KS1)

KS1 uses 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 (Whole School)

One child from each class is chosen by the teacher each week, to receive a star of the week 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 (Whole School)

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.

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 will be rewarded.

Golden Time (Y1-Y6)

Classes have Golden time when appropriate. 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. However, Golden Time is not a right, and children who have not followed the core values or class rules may have minutes taken off their Golden time. They can earn their minutes back with good behaviour.

Communication with Parents/ Carers

Class teachers and learning support assistants may use this approach to praise good behaviour. This may take the form of face to face communication, a telephone call or a written positive comment in the child's reading record.

To promote positive behaviour opportunities, classroom management and organisation has a direct result on pupil behaviour. With this in mind, teachers will ensure that:

- Apparatus and equipment should be easily accessible.
- Pupils should be able to move around easily when required to.
- Work should be at appropriate levels as behaviour may deteriorate when work is not matched to the child's ability.
- There will be clear objectives to the set task and these will be explained to the pupils in language which is relevant and simple to understand.
- There will be a range of rewards accessible to pupils of all abilities.

Modifying Behaviour Through the Use of Sanctions

Within the classroom, teachers should ensure that positive responses outweigh the negative, and that any sanctions used are consistent with the offence and related to not keeping a value or rule. Although it may occasionally be appropriate, persistent punishment of whole groups should be avoided.

If possible, behaviour problems should be dealt with by any adult in the classroom. This may be in the form of a verbal warning or in the loss of a playtime for example (see below for sanction list).

Behaviour which disrupts the learning of others will result in the pupil immediately having to leave the room and work in another class.

If necessary a senior member of staff can be called upon to support or to deal with an issue.

If a child's behaviour continues to cause concern, then the parent/carer must be consulted so that the problem can be discussed and strategies agreed upon to solve the problem.

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 (KS1)

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)

Children may have a timeout within their own classroom to give them a chance to reflect on their behaviour. Before rejoining the class again, children will be spoken to by an adult in their classroom to discuss the incident.

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.

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 senior member of the leadership team 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. Children with SEND may need to go to the Inclusion Team. 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.

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. Play that is considered dangerous or aggressive is not permitted. This includes “play fighting” and any game that includes physical contact beyond “tag”. Persistent anti-social behaviour by a particular pupil will be reported to SLT and drawn to the attention of the child's parent/carer. Any behaviour incidents will be recorded on SIMs and referred to SLT where necessary.

Lunchtime behaviour is recorded in the incident book. If necessary, lunchtime behaviour can be referred to the senior lunchtime supervisor who will record on SIMS. 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 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.

Behaviour within the School Building

Pupils are to walk around in an orderly, quiet and sensible manner. All staff, when moving about the school, should be aware of and take responsibility for pupils' behaviour.

Bullying

Please see Anti-bullying strategy.

Racial Incidents

All incidents of racially motivated behaviour are to be referred to the senior leadership team. All incidents will be recorded on SIMs and parents of children involved will be informed.

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 | <ul style="list-style-type: none">● Behaviour modification through |

| | |
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| language/Different expectations of boys and girls based on gender | education, modelling and discussion <ul style="list-style-type: none"> ● Repeat offences would result in a meeting with parents |
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Exclusion

The school will consider exclusion, either Fixed Term or Permanent, in line with Guidance from DFE: <https://www.gov.uk/government/publications/school-exclusion> for the following:

- verbal abuse towards staff and/or pupils
- actual physical violence towards pupils and/or staff
- disruptive behaviour which interferes with the learning opportunities of others
- conduct which endangers self or others
- illegal and unlawful activities on school site eg illicit substances, theft or
- racial/sexual abuse
- harassment or intimidation of pupils and/or staff

Pupils returning from Fixed-Term exclusion will be readmitted and reintegrated with strategies to help provide a successful outcome and not further failure. Pupils will be made aware of more serious sanctions if behaviour does not improve.



TWEEDDALE
PRIMARY SCHOOL



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.

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, damaging property, intentionally disrupting the play of others. | Red consequence card Time out in another class If the behaviour continues the child will be sent to their key stage leader, parents informed, and may need to work in a supervised space. Time out with Senior Midday Supervisor | Class teacher LSA Key Stage Leader 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 |