Tutshill C Of E Primary School

Woolaston Primary School

## Forest Edge Federation

## Governing Board

# Behaviour Policy

# Tutshill C of E Primary School

**Signed:** _____

**Chair of the Governing Board**

**Date: September 2024**

**Review: September 2026**

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## 1.Purpose

This policy reflects our commitment to foster self-discipline, confidence, consideration and respect where all those who work here are valued and encouraged to achieve their best at Tutshill CofE Primary School.

The policy has due regard to statutory legislation, including, but not limited to, the following;

- The Education Act 2002
- The Equality Act 2010
- The Health Act 2006
- The School Information (England) Regulations 2008
- Keeping Children Safe in Education 2021

The policy also has regard to DfE guidance, including, but not limited to, the following;

- DfE Behaviour and Discipline in Schools, 2016
- Use of reasonable force, 2013

## 2.Aims

- To ensure consistency and fairness through the setting of clear behaviour expectations.
- To ensure pupils develop social skills and moral values in the context of the school as a community.
- To ensure commitment to this policy from all members of the school community – children, teachers, supply teachers, peripatetic teachers, administrators, learning support assistants, classroom helpers, lunch time supervisors, caretaker, cleaners, students, parents, volunteers, and governors.
- To ensure the children will be tolerant and respectful of all, in keeping with the values of modern Britain.
- To build relationships based on mutual consideration and acceptance of each other.

- To develop self-esteem through praise, encouragement and success
- To recognise equal opportunity, individuality and to provide for special needs
- To encourage good behaviour and attitudes to learning by rewarding positive examples
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure pupils feel safe and happy in school.

It is through the consistent implementation of these aims that we will be able to create the conditions for an orderly community in which effective learning can take place.

**This policy is intended to ensure consistency** across the school. The systems in place to promote positive behaviour are:

- Promoting and expecting an agreed standard of behaviour and self-control.
- Promoting respect to each other and ourselves.
- Clear and concise school rules.
- Being consistent in our approach to all pupils.
- Rewarding positive behaviour.
- Negotiating through discussion with all involved appropriate sanctions for negative behaviour.
- Encouraging the ability to take responsibility for actions and ownership of the consequences.
- Monitoring and evaluating the behaviour system annually

## 3. Consultation

The staff and governors were consulted in the writing of this policy.

## 4. Whole School Approach

At Tutshill CofE Primary School, we use positive reinforcement to develop pupil behaviour and we believe in praising and rewarding pupils for their efforts in school. Where there are issues with behaviour, staff will deal with these in a very calm and reassuring way, ensuring that pupils are treated with respect at all times. We have a clear set of school 'golden' rules that promote caring for one another and our school and these are regularly discussed with the children in all year groups.

Each class has a behaviour display where pupils can reflect on their behaviour as they consider the following statements: 'We are learning', 'Time to make a choice', 'Time out in class' and 'Time out in a partner class'. There will be the chance for the staff to talk to a child should they have made a mistake in their behaviour. The staff will support the child in making things better and making a different choice. The expectations are that all children will be 'learning'. If they are not on task staff refer them to the behaviour ladder to support them to make the right choice

The behaviour approach is used by all staff and all volunteers in the school. At lunchtimes there are also displays outside in the playgroups to remind children of the behaviour expectations.

Adult praise and additional rewards, such as stickers will also be used frequently for good work and behaviour, in order to raise self-esteem and increase motivation. There will be weekly Executive Headteacher/Deputy Headteacher certificates for one pupil in each class, given in an assembly and class teachers will also give out Star of the Week certificates.

## Roles and responsibilities

### Governing Board

- The Governing Board has overall responsibility for the implementation of this policy and of the behaviour procedures at Tutshill CofE Primary School.
- The Governing Board has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Board is responsible for handling complaints regarding this policy, as outlined in Forest Edge Federation Complaints Policy.

### Executive Headteacher

- The Executive Headteacher is responsible for establishing the standard of behaviour expected by pupils at Tutshill CofE Primary School
- The Executive Headteacher is responsible for determining Tutshill CofE School rules and any disciplinary sanctions for breaking the rules and to reward children for adhering to the rules
- The Executive Headteacher is responsible for the day-to-day implementation of this policy.
- The Executive Headteacher is responsible for publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

### Senior Leadership Team (SLT)

- In the Executive Headteacher's absence the Deputy Headteacher will be responsible for the day to day running of Tutshill CofE Primary School.
- The Deputy Headteacher will use class teachers and nurture practitioners to support the decision in regard to reward or sanction.

### All staff and volunteers

- All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all pupils do too.
- All members of staff, volunteers and support staff are responsible for promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

### Parents /Carers

- Parents/Carers are responsible for the behaviour of their child(ren) inside and outside of school.
- All Parents/Carers will sign the Home School Agreement Policy

### Pupils

Pupils are responsible for their own behaviour both, inside school and, out in the wider community.

- Pupils are responsible for reporting any unacceptable behaviour to a member of staff.
- Pupils will sign the Home School Agreement Policy

## 5 Home-School Agreement

The children are entitled to understand what is expected from them. All children will have an opportunity to read and sign the Home-School Agreement when they join the school and each home will be given a copy to retain.

All staff will work to the statements of the Home-School Agreement and will be consistent and fair in its implementation. The staff supervision of children will be conscientiously undertaken, including teachers arriving in class before the children. Teachers have a pastoral responsibility for the children in their class and will be watchful for changes in behaviour.

## 6 Behaviour Incidents

We recognise that there will be occasions when children may not meet the School behavioural expectations. We will resolve to investigate the cause of this behaviour, recognising that;

- A child may be experiencing difficult personal circumstances such as family bereavement or the separation of parents. It is also worth noting that a sudden change in behaviour could also be attributed to safeguarding issues and that this change in behaviour could be an indicator of possible abuse or neglect. Where SEND pupils are demonstrating changes in behaviour it should not be assumed that these behaviours are attributed to their special need and may need further exploration.
- The child may have ongoing special needs which require support
- Boredom, lack of understanding and lack of progress may be a factor
- Bullying could be an issue

We believe it is essential to address the disruptive behaviour without labelling the child, recognising that behaviour can be changed with encouragement and the correct type of support. For some pupils with very challenging behaviour incidents may need to be addressed away from the class and it may be beneficial to wait for the child to fully calm down before discussing the behaviour and issuing a sanction.

**Serious unacceptable behaviour**

For the purpose of this policy, Tutshill CofE Primary School defines “serious unacceptable behaviour” as any behaviour which may cause harm to one self or others, damage the reputation of the school within the wider community, and/or any illegal behaviour including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft

- Swearing, racist remarks or threatening language
- Fighting or aggression

## 7 Definitions

For the purpose of this policy, Tutshill CofE Primary School defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

Should the above occur in school, the following may happen:
Meetings with the child
phone calls home
Missing play/lunch
Bespoke work over time, to support and educate the child - eg racist/homophobic/sexist remark
Internal exclusions

## 8.Serious Behaviour Incidents and unacceptable behaviour

Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to contact the police and parents will be immediately informed. Where there are incidents of serious aggressive behaviour such as violent or threatening behaviour towards staff and pupils the pupil may receive a fixed term or permanent exclusion. Any decision made to exclude a pupil will only be done so by the Executive Headteacher in accordance with the school’s Exclusion Policy.

## 9 Reporting Behaviour Incidents

Serious behaviour incidents will be logged by the adult who dealt with the situation and kept in the online log, these logs may identify a pattern in behaviour that will help the school to effectively support the child. (Appendix 3.) Parents will be notified by telephone if there has been a serious incident involving their child detailing when the incident occurred, what happened and how the incident was dealt with.

## 10 School Reward Systems

All rewards are based around the overarching school rules so that pupils and adults are able to clearly identify common expectations of behaviour. The school council will work together on how celebrations should be acknowledged in the school to ensure that these systems are effective.

**Reward System**

The principles of the reward system are that:

- Rewards are simple but effective;
- Reward systems are separate from sanctions;
- They are based on celebration of positive behaviours and attitudes to school and learning;
- They relate to the school rules.
- Rewards cannot be removed once given
- Rewards are age appropriate and therefore vary across the school.

**Celebration Assemblies**

- Celebration assemblies are held every week.
- Certificates to celebrate a pupil's effort and/or achievement are completed by class teachers and awarded in assemblies
- In addition, class teachers may devise simple reward systems of their own that are in line with the school's agreed principles.
- Pupils are also encouraged to bring in awards for activities that they engage with outside school.
- Other celebrations for events such as the election of School Council members are shared in celebration assemblies

## 11 Unacceptable Behaviour

For the vast majority of time, school is a calm and ordered place, where teachers are effective and pupils learn successfully. However, poor behaviour is a barrier to learning and can easily impact upon the progress and wellbeing of pupils and staff.

**When a pupils behaviour is not acceptable:**

- The reason for the behaviour will be ascertained through discussion with all involved where possible, determining the facts;
- This will enable an understanding of any contributory factors either social, emotional or physical that might be relevant and this will include, where possible, a discussion with parents/carers
- When poor behaviour is identified, actions taken will be proportionate, implemented consistently and fairly, and where possible, with the agreement of all parties at least in the first instance.
- In the case of repeated unacceptable behaviour, consequences will become more significant.

**On the occasion of inappropriate behaviour such as low-level disruption within a class, prior to any sanctions being imposed, the following strategies will be used:**

- Ensuring that the learning is appropriately pitched and engaging to the needs of all pupils;
- Checking pupil's understanding;
- Circulating around the class.

The following steps may be used:

- Making eye contact;
- Targeting questions;
- Changing activity or pace;
- Moving closer to the source of inappropriate behaviour;
- Establishing whether they know the behaviour is unacceptable;
- Demonstrating the effect that such behaviour has on others through discussion that involves all involved which may include the whole class and all adults;
- Exploring strategies for avoiding same situation;
- Encouraging pupils to think of or offer some other alternatives;
- Moving pupil discretely if necessary;

- Sustaining a calm yet firm tone of voice while using phrases such as, 'I know that you will do this sensibly' rather than negatively responding to behaviours such as, 'Don't do that…'

If there are repeated incidents of low level disruption or more serious incidents, staff will be reflective about their practice in order to see if change is needed to support pupils more effectively. They will seek support as necessary from senior leaders.

**Sanctions**

The school believes it is important to keep parents informed if pupils are behaving inappropriately to ensure that effective partnerships are maintained. Inappropriate behaviour that is of a serious nature, is discussed with parents or carers. It may be necessary for a meeting to be held to put in place support for the pupil.

The school will use internal expertise and external support agencies to advise and support staff for example the ATS (Advisory Teaching Service) and EEI Team (Education Entitlement and Inclusion),

**Principles**

Sanctions relate to the school rules and are clear, simple and immediate following restorative discussions as far as possible. This ensures that:

- There is clarity and consistency regarding what constitutes inappropriate behaviour at each level of the behaviour system;
- Sanctions are consistently applied across the school to all pupils equitably;
- Consequences of sanctions reflect the age and characteristics of pupils and so will vary across the school so that they are measured and proportionate;
- Sanctions are separate from the reward systems;
- All adults apply sanctions equitably.

## 12.Training of staff

- Tutshill CofE Primary School recognises that early intervention can prevent unwanted behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.
- Teachers and support staff will receive training on this policy as part of their induction.
- Teachers and support staff will receive regular and ongoing training as part of their professional development.
- Staff will receive positive handling training and will only use this as a last resort for safeguarding of a child or others.

## 13 Around the School and in the Playground

The school rules apply to all situations in school including playtime, lunchtime and transition times.

## 14 School Practice

The school will enhance self-esteem and foster a caring ethos that enables pupils to make better learning choices.

All adults will:

- Be excellent role models for pupils, demonstrating kindness, a 'can do' attitude and respect for all.
- Consistently demonstrate high expectations for behaviour for all and at all

times, always addressing anything that falls below the school's high expectations.
- Use restorative practices to build relationships, and to increase pupils' understanding of, and responsibility for their actions.
- Celebrating the commitment to learning, both personal, social and educational, that is an integral part of our behaviour management;
- Record behaviours, in online behaviour folders.
- Refer to the school's rules throughout the day.

Teaching staff will also:

- Where possible, meet and greet pupils as they enter school (if on time).
- Plan lessons that engage, challenge and meet the needs of all learners.
- Teach pupils strategies for independent working
- Encourage a greater understanding of, and respect for peers, through the teaching of PSCHE (Personal, Social, Citizenship and Health Education), SMSC Education (Spiritual, Moral, Social and Cultural) and British Values.

The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial. The strategies that may be used for these pupils are;

- Pastoral Support Plans
- My Plan
- Nurture Provision
- 1:1 support
- Part time timetable
- Pupil risk assessments
- Involvement of the local authority

**Appendix 3 Behavioural management form**

| | | | |
|---|---|---|---|
| **Name of pupil:** | | **Year group:** | |
| **Date:** | | **Time:** | |
| **Location of observation:** | | **Name of staff member:** | |

| **Before the incident: what led to the behaviour?** |
|---|
| |
| **During the incident: what did the pupil do?** |
| |
| **After the incident: what were the consequences of this behaviour?** |
| |

| **Additional comments** |
|---|
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