



Tonwell St Mary's CE Primary School Behaviour Policy

Galatians 5:14

For the entire law is fulfilled in keeping this one command:

“Love your neighbour as yourself.”

Date Ratified: November 2016
Date reviewed: September 2018
Review Date: September 2019

1.0 Aims and expectations

We set high levels of expectation of behaviour for all children and staff to enable academic and personal progress.

Children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

In order to achieve this, we work to create a positive learning environment within the school, that ensures that our approach to behaviour management is consistent, and understood by all staff, pupils and parents. We use the 'Hertfordshire Steps Approach', which is a therapeutic approach to behaviour management with an emphasis on improving educational outcomes for all pupils by promoting and supporting their engagement with education.

All adults aim to provide positive examples and attitudes. Relationships with other adults and pupils should be fair, honest, polite, courteous and considerate.

2.0 Rationale for this policy

This policy has been developed:

- so that we may specify what we regard as acceptable behaviour
- to offer guidance to new staff, governors and parents on our expectations about our pupils' behaviour and on how we deal with difficult or dangerous behaviour
- to fulfil the requirements of the Education Act of 1997 which stipulates that governing bodies 'must agree a written statement of general principles of an overall behaviour and discipline policy'

3.0 What do we mean by 'good'/pro-social behaviour?

At the beginning of each year (and term if appropriate) class teachers will review the "School Rules" (See Appendix 1) and encourage children to consider examples of these, how they would apply and examples of behaviour that do and do not concord with them.

This behaviour is encouraged in every area of school life and children are helped to recognise examples of 'good'/pro-social behaviour at all times. We believe that through example, praise and encouragement, children will learn to behave appropriately.

4.0 The benefits of pro-social behaviour

4.1 At Tonwell St Mary's we believe that, as members of a Christian community and because staff, pupils and parents value pro-social social behaviour, children should:

- learn to care for one another
- learn what pro-social behaviour means
- learn to value friendship
- develop a respect for cultural diversity
- develop self-confidence
- develop a sense of self awareness and sensitivity to other people
- acquire a set of moral values
- do as well as possible in their school work
- to have the opportunity to reach their full potential
- learn what behaviour is appropriate when representing the school

4.2 Teachers should be able to:

- teach effectively with few instances of difficult behaviour
- meet the academic needs of all pupils
- make positive contact with all parents
- develop personally and professionally

4.3 Parents should be able to:

- feel confident that their children are growing spiritually, socially, personally, and academically
- know that their children will receive support when they need it and feel welcome in school to discuss their children's progress in a positive and supportive atmosphere

5.0 How we will encourage pro-social behaviour

Provided that the learning environment is safe, enables effective movement and that lessons are appropriately pitched and engaging for children, the behaviour of pupils at Tonwell St Mary's is almost always pro-social and pro-social. Furthermore, all staff will model the behaviour they wish to see in pupils i.e. being polite, respectful, and considerate and by taking an interest in pupils' work and welfare.

Staff will also consistently apply the school's Behaviour Code, (Appendix 2) constantly finding opportunities to reward pro-social behaviour/effort/work ethic whilst addressing inappropriate behaviour immediately and consistently, explaining why consequences are given.

The Behaviour Code outlines the rewards and consequences applicable to pupils.

Rewards

Step 1: Teachers should constantly look for opportunities to praise children. As a rule of thumb, every child in the class should reach Step 1 every day.

Step 2: Every time a child reaches a Step 2 reward, they receive a House point/sticker to put on their "House Point Chart. When they reach 20 stickers, they will reach Step 3.

Step 3: The Headteacher's Rewards include a certificate and a choice of stationery.

Step 4: For obtaining 3 Headteacher rewards, the child will be invited to attend a "Tea Party" with the Headteacher

Star of the Week Awards

The Star of the Week awards will be presented at the end of each week to one child from each class who has shown special achievement. This might be for academic work or progress but the 'Star of the Week' may also be awarded for pro-social behaviour or for the caring, friendly or courteous way the child has conducted themselves in school. Normally the class teacher will decide who is to be given the award. The children will receive the awards during celebration assembly and their photos are displayed on a special notice board in the corridor.

House Points

All children are allocated into one of four house groups. These grouping arrangements may also be used for sporting events such as sports day or as an organisational structure for other activities within the class.

House points within each class will be totalled and averaged at the end of each week and the results will be formally announced to the whole school the following week.

6.0 Dealing with difficult or dangerous behaviour

Despite the work that is done to ensure pro-social behaviour from pupils, from time to time, children may display more difficult or dangerous behaviours. In such cases, staff should apply a tiered approach to consequences. During 'time out', consequences may involve: completing tasks, rehearsing, assisting with repairs, educational opportunities, research, restorative meetings. If a child continues to demonstrate more difficult or dangerous behaviour, staff should also analyse the behaviour using 'Hertfordshire Steps' approach with 'Roots and Fruits' and 'Anxiety Mapping' and differentiate to attempt to better support the child.

Consequences

Prior to Step 1:

Children may be given a non-verbal indication, informally spoken to, if appropriate- asked to move to another seat or other children will be praised for their continued pro-social choices. If however, a child persists with inattentiveness or low level disruption, the child will be moved to Step 1.

Step 1: "Verbal Warning" This explicit phrase is used with the child to inform them that, despite the adult trying to redirect them, this is still not being acted upon. This warns that child that they are making inappropriate choices and risk further consequences.

Step 2: There is an age appropriate period of loss of free time and a discussion with the adult who imposed the Step 2.

Step 3: If over the course of the period (am/pm./lunchtime) the imposition of Step 2 does not redirect the child, there will be an age appropriate time out. This will be discussed with parents and a member of the Senior Leadership Team. Step 3 will also be automatically reached for low level fracas with others.

Step 4: If a child is continually reaching Step 3, there will be a significant period of time out with a senior leader. Parents will be asked to make an appointment to discuss how we can work together to encourage positive, pro-social behaviour. There are occasions, however, when it would be appropriate for a child to move directly to Step 4. The school does not tolerate wilful violence towards anyone. Fighting and wilful, malicious harming of others is not acceptable under any circumstances and should be firmly dealt with.

Beyond Step 4

In very rare cases it may be necessary to temporarily exclude a pupil. On return, there will be a return to school meeting with the child and parents. Only if the Headteacher believes that there will be an improvement in behaviour will the child be allowed to return. In such circumstances, the local education authority procedures will be followed.

Only ever in an extreme situation would a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances, the local education authority procedures will be followed.

Inclusion

This policy will be appropriate for the vast majority of pupils at the school. There are, however, a small number of pupils who, due to their medical, behavioural or SEN status, would require a finer level of breakdown and even greater clarity over behavioural expectations. Under these circumstances, in consultation with parents, a 'Hertfordshire Steps' risk reduction plan will be created making explicit what steps need to be taken to ensure improvements in behaviour.

Analysis, using anxiety mapping and roots and fruits will be undertaken to inform the risk reduction plan. Please see appendices.

Recording of difficult/dangerous behaviour

Staff should document:

Any incident of Step 3 (using the school's SIMs system)

Allegations of Bullying (in line with the Anti-Bullying Policy)

Any racial incidents (in line with local education authority guidance)

7.0 Relationships with parents and other agencies

Parents have a vital role in promoting pro-social behaviour in school and so effective home/school liaison is very important. The school has a right to expect that parents will give their full support in dealing with their child's behaviour.

7.2 Parents/Carers should:

- work in partnership with the school and teachers and follow Home School Agreements
- keep the class teacher/school informed if a problem arises
- support decisions made by the school which are in the best interest of the child
- ensure their child attends school regularly and punctually
- make sure their child is dressed appropriately for school and has any necessary equipment
- discuss the 'School Rules' with their child
- talk to their child about their behaviour
- listen to their child's point of view whilst also considering the views of others
- communicate with their child's teacher if they are concerned about a behaviour issue
- talk to their child's teacher if the school is concerned about a behaviour issue
- to keep us informed of behaviour difficulties they may be experiencing at home
- inform us of any trauma which may affect their child's performance or behaviour at school
- inform us about their child's ill health and any absences connected with it

7.3 The school will endeavour to achieve pro-social home/school liaison by:

- inviting parents to enter into the home/school agreement
- promoting a welcoming environment within the school
- giving parents regular constructive and positive comment on their child's work and behaviour
- keeping parents informed of school activities by newsletter and notices
- involving parents at an early stage in any difficult or dangerous behaviour

7.4 Full use will be made of education welfare, social services, health services and the Educational Psychologist when appropriate. Value is placed on our relationship with the police and liaison is encouraged.

8.0 Monitoring

8.1 All teaching staff are responsible for monitoring the behaviour in their class and all staff in the school as a whole. The governing body are responsible for monitoring the effectiveness of this policy and will review it every year.

Whole School Rules

We will show respect to all adults and children
We will follow instructions from adults
We will be gentle, kind and helpful
We will work hard and always try our best
We will look after property and help keep our school clean and tidy
We will listen to people
We will be honest
We will play gently together, not excluding or hurting anyone
We will use agreed rules for games

Appendix 3: Risk Reduction Plan

Individual Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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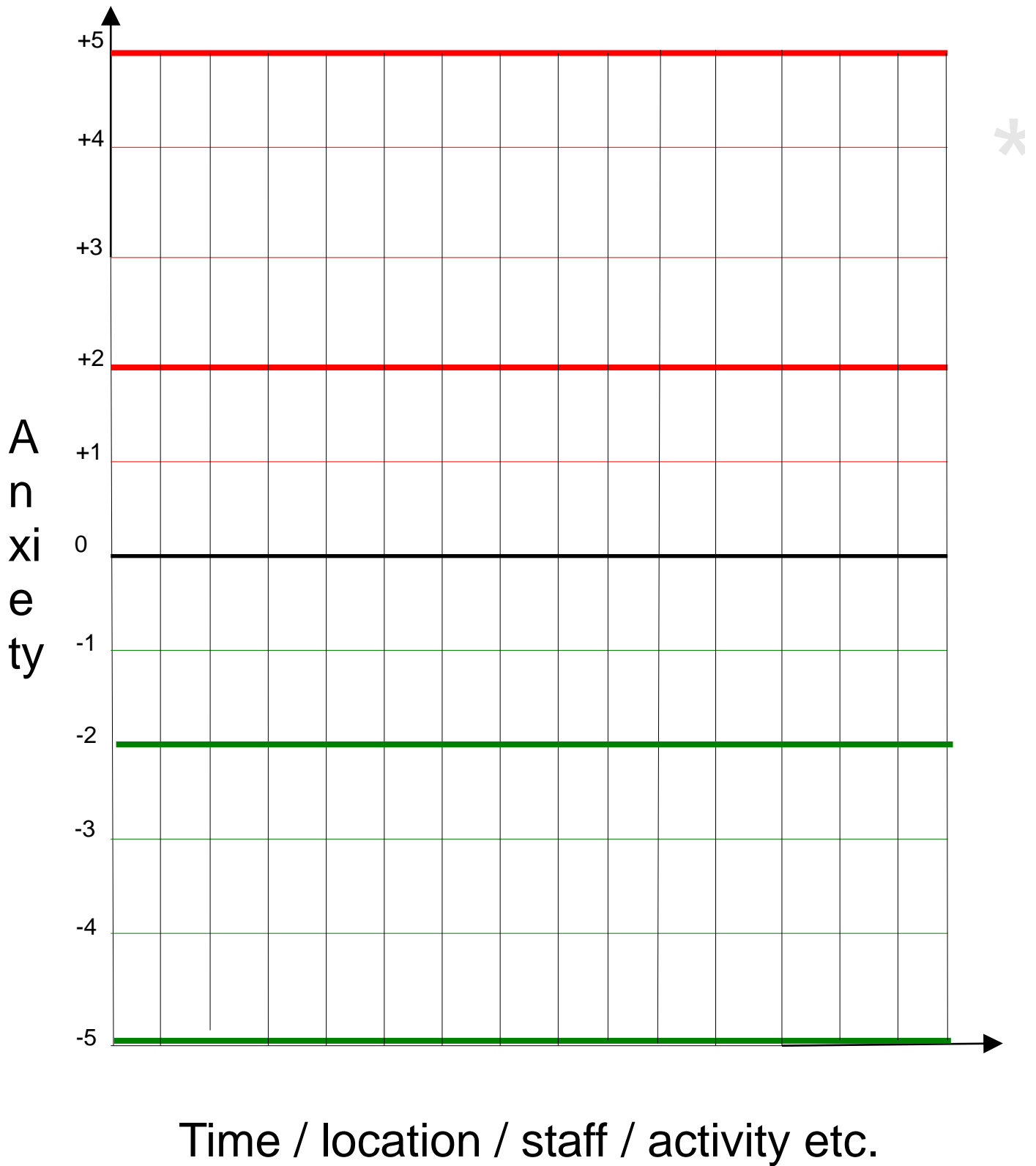
Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....

Appendix 4 Anxiety Mapping



Roots and fruits activity

