

BEHAVIOUR POLICY

CURRENTLY UNDER REVIEW February 2024

Date of scheme February 2023

Date for Review

Signed…………………………… Head Teacher

Signed…………………………………… Chair of Governors

## Philosophy and Rationale

We aim to establish a happy and caring school community, which encourages respect for others’ feelings, beliefs and possessions and we understand that such a community needs a structure to support acceptable and agreed forms of behaviour.

Everyone at Tattenhall Park Primary School has the right to feel safe, secure and respected and our pupils have the right to learn without being disturbed or distracted and play without feeling unsafe.

We choose to behave in the way that we do – all children need to fully understand that their behaviours are choices, either good choices or not good choices. This helps them to take responsibility for their actions and understand that their behaviour has an impact on those around them- either positively or negatively.

All adults within the school consistently model and promote positive standards of behaviour and we expect the children to accept responsibility for managing their own behaviour. All school staff recognise that positive behaviours are closely linked to high quality and stimulating teaching and learning which is supported by valued relationships between all members of the school community.

## Our Vision

“Roots to grow; wings to fly.”

## Our Mission Statement

Everyone achieves their potential.

## Our Values

We respect; we enjoy; we believe.

## Our Aims

For children to:

* experience a broad and exciting curriculum that fosters creativity, independence, a passion and enjoyment for learning that continues throughout their lives.
* learn to value and respect themselves and others as individuals with equal rights and responsibilities.
* be given a strong foundation in their ethical and spiritual life to prepare them to be active and responsible citizens
* be inspired by the environment in which they live and learn and to become stewards of it.
* be fit and healthy in body, mind and spirit and understand how to make good choices to keep safe and healthy.
* believe in their own abilities to develop resilience and a determination to achieve their potential.

# School Rules (Behaviour Code)

* **Safe and sensible**
* **Honest and kind.**
* **Always do your best.**
* **Respect (others, yourself and property)**
* **Ensure everyone enjoys school (and is happy and feels part of our school family)**

We believe strongly in rewarding positive behaviour and this is done in four ways: as individuals, as groups, as a class and also as a school, most commonly and importantly by praise. It is the responsibility of all adults to act as role models to our children – teaching them the importance of manners and considerate and respectful behaviour towards one another and demonstrating wherever possible how this looks in practice.

## Behaviour Management

1. We use a consistent approach to our use of language when speaking with children about their behaviours; for example, ‘Well done, you have chosen to respect others by showing kindness,’ or ‘ I really like how you have chosen to work hard.’
2. When praising children there needs to be an emphasis on the process the child has gone through to achieve what they have done (perseverance, independence, hard work).
3. All school staff model calm behaviours whenever we need to deal with any child’s negative

behaviour; for example, ‘ you have chosen to stop \*\*\*\* from learning as you are talking when you shouldn’t be – please listen.’

1. We recognise that some children demonstrate more challenging behaviours which lie outside the scope of the general Behaviour Management Policy. For these children extra monitoring and support will be put in place – personalised to meet their needs and following external advice if necessary.

## Class Dojos

Each child has their own ‘dojo.’ This is displayed on the interactive whiteboard in each classroom.

* Each child has regular opportunities to earn ‘dojo points’ for demonstrating positive behaviours through the school behaviour code (SHARE).
* There is the opportunity to earn 1 or 5 dojos. These are consistently set across the school.
* If a child has earned a dojo point, then they tap their dojo character on the whiteboard.
* A ‘superstar dojo’ (5 dojos) are only awarded in exceptional situations.
* Each class will work towards a target number of Dojos to earn a class reward afternoon (once a half term roughly).



##

## Individual rewards/ motivators

1. Positive praise.
2. Postcard- staff can send postcards home when positive behaviour choices (behavioural/academic) have been made.
3. In EYFS and KS1, Dojo points are awarded to groups and individuals for their behaviour and work. In KS2 the emphasis is more focused on individual and whole class rewards.
4. Certificates are presented in the weekly celebration assembly rewarding an outstanding/noticeable act. This could be behaviour or academic.
5. Any staff member can give or take Dojo points.

## Class rewards and motivators

**The school council has agreed this aspect of the policy:**

1. Children collect Dojo points as a class, when a given age related target is reached, a chosen treat is given that is decided by the class at the start of each half term or when the dojo target is reached.
2. As a class, children generally choose from the following options:
	* Watch a film
	* Craft afternoon
	* Sports afternoon

## Whole school rewards/motivators

## Corridor Monitors:

## Children in Year 6 wear hi vis jackets and monitor how children walk through school at times of transition:

## Leaving the classroom and entering the playground

## Walking back to classroom from the playground

## Walking to assembly

## Walking back to class from assembly.

## Children are praised by the children- this is to encourage children acknowledging eachothers good choices around school too.

All staff recognise and acknowledge good choices being made and use positive praise to acknowledge these so there is a collective awareness of expectations for behaviour.

All staff address any negative behaviours with a calm reminder and prompt to children. Starting afresh each session they are helped to understand that everybody is given a chance and that forgiveness is an important element for our school community.

## Sanctions and Consequences

**Key Stage 1**

At Tattenhall, we recognise, that children can display negative behaviours or behave in breach of our school rules. When this happens, the following will apply;

* An adult warns the child calmly about the school rule they are breaking and what it is they have chosen to do. (for example, ‘You have chosen to ……….. please stop)
* An adult warns the child for a second time with ‘I have already spoken to you about the poor choice you are making, if you continue to make a poor choice then I will ask you to remove a dojo point. This gives them the opportunity for the child to address their behaviour choices.
* If there is a third time, then the adult needs to ensure that the child removes a dojo point as warned.
* If a child has to remove a dojo point twice, an adult will discuss these choices with the child so they reflect on this behaviour and the teacher will inform the child’s parent of this behaviour.
* If this behaviour continues following communication between home and school, a meeting will be held with both the class teacher, the parent and a member of SLT.
* Any physical (hitting, punching, spitting, kicking, pushing) or verbal violence (swearing) is immediately addressed with with class teachers who will contact parents on the same day – the child will immediately remove a dojo point. If the same child does this on a second occasion, then it is referred to the Head Teacher (or Deputy Head Teacher) who will arrange a formal meeting with the child’s parents.
* The child will complete a think sheet to enable them to reflect on the impact of

their behaviour choices on others. If a child’s negative behaviour is recorded in the class behaviour log twice, then the class teacher needs to speak with the child’s parent (At this point, the class teacher needs to inform the Head Teacher). If there is the need for the class teacher to inform the parent again, then the Head Teacher will be involved in the meeting.

**KS2 Sanctions and consequences**

At Tattenhall, we recognise, that children can display negative behaviours or behave in breach of our school rules. When this happens, the following will apply;

* An adult warns the child calmly about the school rule they are breaking and what it is they have chosen to do. (for example, ‘You have chosen to … please stop)
* An adult warns the child for a second time with ‘I have already spoken to you about the poor choice you are making, if you continue to make a poor choice then I will ask you to remove a dojo point. This gives them the opportunity for the child to address their behaviour choices.
* If there is a third time, then the adult needs to ensure that the child removes a dojo point as warned.
* If a child has to remove a dojo point twice, children will complete a ‘think sheet’. This sheet encourages children to reflect and acknowledge the negative behaviour choice they made. They take ownership of the behaviour choice and acknowledge what contributed to this choice and how they can avoid/ make better choices in the future. An adult will discuss these choices and the class teacher will inform the child’s parent of this behaviour.
* If this behaviour continues following communication between home and school, a meeting will be held with both the class teacher, the parent and a member of SLT.
* Any physical (hitting, punching, spitting, kicking, pushing) or verbal violence (swearing) is immediately addressed with with class teachers who will contact parents on the same day – the child will immediately remove a dojo point. If the same child does this on a second occasion, then it is referred to the Head Teacher (or Deputy Head Teacher) who will arrange a formal meeting with the child’s parents.
* The child will complete a think sheet to enable them to reflect on the impact of

their behaviour choices on others. If a child’s negative behaviour is recorded in the class behaviour log twice, then the class teacher needs to speak with the child’s parent (At this point, the class teacher needs to inform the Head Teacher). If there is the need for the class teacher to inform the parent again, then the Head Teacher will be involved in the meeting.

For a small minority of pupils, it will be necessary to impose further sanctions such as losing privileges e.g. not taking part in a preferred activity – representing the school in sport, attending an after school club etc. For some cases this sanction could mean working outside the classroom environment for a set time - these consequences follow the *School discipline & exclusions guidance* February 2023- https://www.gov.uk/school-discipline-exclusions

It will always be explained to the child that it is the behaviour we are trying to change NOT the person. Discussions will also take place to show the child that we recognise what they do well so that they can see that we value the more positive aspects of their character. When an incident has been dealt with it is then closed and not referred to again – we want our children to understand that we forgive their mistakes.

On some occasions it is necessary to introduce an individual programme to try and address poor behaviour. Children are given a *reflection book* specifically to address behaviours shown throughout each learning session. (This is shared and explained to parents prior to beginning the book). This is to effective in acknowledging the good choices that children make and also recognising if/when negative behaviour is shown and the understanding behind this. This book also breaks down the day so children who struggle to regulate their behaviour at all times can celebrate their behaviour progress in smaller chunks of the day. When recording in the book, this is written in consultation with the child and class teacher. Once written, the book is to be shared with parents who will already be informed of this; they too may help in encouraging a child to address the aspects of their behaviour which are causing a problem in school. Once set up, it will be used by an adult member of staff who has been teaching or supervising a child i.e. teacher, sports coach or midday assistant to record observations of behaviour. The overall intention is to support children to see that they can change the way they behave when they try and the effects their poor choices can have on themselves and those around them.

If, on the very rare occasion, such a system does not lead to improved behaviour then an Individual Care Plan/SEND profile will be completed according to council guidelines, and where possible in consultation with behaviour specialists. This is written in consultation with the child, parents, Head and class teacher. These are reviewed every 6 weeks. Children are removed from these behaviour plans at the Head’s discretion.

Any misuse of school technology (please see the Acceptable Users Policy) is immediately recorded on CPOMs with class teachers contacting parents on the same day. If the same child does this on a second occasion, then it is referred to the Head Teacher (or Deputy Head Teacher) who will arrange a formal meeting with the child’s parents.

**Poor behaviour beyond the school gates**

Schools are empowered to tackle behaviour beyond the school gates. For example, during an offsite school visit or when the child is wearing our school uniform or is in any other way identifiable to our school. At Tattenhall Park Primary School, should these rare instances occur, we will follow the guidance in this behaviour management policy.

**Equality Act 2010**

The school’s legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to. As a school, Tattenhall Park Primary cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Equality Act makes it unlawful for the responsible body of our school to discriminate against, harass or victimise a pupil or potential pupil in the way it provides education for its children or how it deals with negative behaviour. We recognise that there may be rare occasions when a pupil’s behaviour is such that their exclusion from school is the only course of action appropriate. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the Chair of Governors has been notified. The Governing Board and Head Teacher at Tattenhall Park Primary follow the guidance in Section 3 of the DfE’s ‘Exclusions from Maintained Schools’ September 2017 with particular reference to ‘a guide to the law.’

**Bullying** (see Anti Bullying Policy)

• Bullying is the persistent hurting or intimidating of others, physically or emotionally. Is unacceptable and not to be tolerated.

• All staff should be vigilant to ensure that bullying is not taking place.

• Offenders will be dealt with using the sanctions above.

**The Use of Physical Interventions**

Staff will only use physical interventions as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

* A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it.
* Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children. Only the minimum force whichis necessary should be applied, for example, by diverting a child or children or by leading them away by a hand or by an arm around their shoulders.
* Staff will use physical intervention as an act of care and control and never punishment. If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling a senior member of school staff.
* If there isn’t a senior member of staff available, then a Team Teach trained member of staff may be called upon.
* Where a member of staff has had to intervene physically to restrain a child, the Headteacher will be notified and the incident recorded on CPOMS. The incident will be discussed with the parent/carer on the day it occurs.

**Before and After School Club**

Before and After School Club adhere to the same rules as followed during the school day, however Dojos are not routinely used. Staff will however praise the child for making good choices, and also give verbal warnings if poor choices are made. The child may be asked to take some time out. Class teachers and 1-1 teaching assistants will liaise with Before and After school Staff to put in additional support and explain what reasonable adjustments need to be made to support a child with special educational needs.

Where a child regularly makes poor choices, behaves in an unsafe manner, damages equipment or hurts others, the service of wrap around care may be temporarily or permanently withdrawn.

**Class Rewards**

Break and Lunch Time Rewards

**Class Sanctions**

**Break and Lunch Sanctions**



**Behaviour Think Sheet**

## What school rule did you break? Who was affected? How did they feel?

**Name: Date:**

**What can be done so this doesn’t happen again? Who can do this? What would you choose to do differently next time?**

**Our School Rules**

**Safe and Sensible.**

**Honest and Kind.**

**Always do your best.**

**Respect others, property and self.**

**Ensure everyone enjoys school.**

**Why are you missing your play time? What happened? How did it make you feel?**