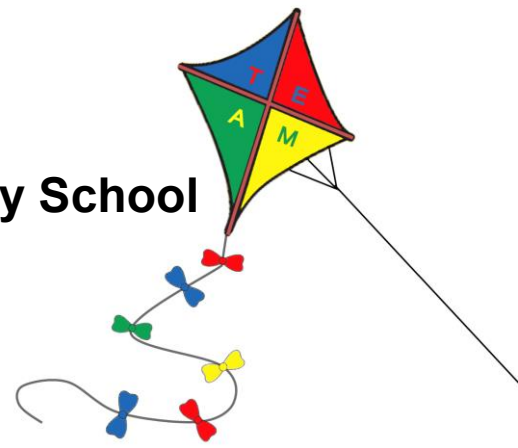


Twyford St Mary's CofE Primary School

Behaviour Policy



Rationale:

The aim of this policy is to promote positive relationships, so that our school community can work together with the common purpose of helping everyone to learn. We want children to discover learning, their passions and skills in an inclusive environment where everyone achieves the highest standards possible. This includes the highest possible standards in behaviour. Our Christian values of courage, care, joy and respect contribute positively to the school community. They are evident in all our relationships and work throughout the school.

The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together harmoniously. It aims to promote an environment where everyone is safe, welcomed and feels a sense of pride.

We aim to:

- Promote high standards of behaviour that extends beyond the school gate
- Promote among children self-discipline, respect and acceptance of responsibility for their own actions
- Create and maintain a positive, safe and orderly school climate where effective learning can take place and all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community, for belongings and the school environment.

We believe our aims are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour e.g. circle time, assemblies, PSHE and P4C.
- Good behaviour is best promoted by praise, positive actions and rewards.
- A consistent and fair approach is essential to behaviour management.
- The choice to behave responsibly is placed on the child and children are taught how to make responsible behaviour choices.
- Children are provided with good role models.
- Children and parents understand the hierarchy of consequences which are a natural outcome of misbehaviour and which are applied within the school in a calm and considerate manner.

Golden Rules

Our Golden Rules provide a positive reference point of expected behaviour to help our children make responsible behaviour choices

- ✓ We are gentle
- ✓ We are kind and helpful
- ✓ We listen
- ✓ We are honest
- ✓ We work hard
- ✓ We look after property

Positive Reinforcement

We believe that the most effective strategy for developing a school with the highest possible standards of behaviour is through positive reinforcement. Consistency of approach and use of the pronoun 'we' in terms of relationships within school are significant ingredients in securing commitment to the school expectations. Clear signals need to be given to cue children in to how they are expected to behave.

Consistent use of positive encouragement is used to:

- Create a positive school environment
- Increase pupils' self esteem
- Encourage children to make positive and informed choices
- Promote a model for good behaviour and relationships

THE KEY IS CONSISTENCY

Positive encouragement may take the form of:

- Praise, which acknowledges appropriate behaviour and teaches pupils that they receive positive attention when choosing positive behaviour.
- Verbal and non-verbal praise used frequently within the classroom and around the school. Verbal: "Well done", "Impeccable manners" "Brilliant", "It's really good to see you following the Golden Rules" "What fantastic behaviour!" Smiles and thumbs up signs are examples of non-verbal praise.
- Whole school recognition in Celebration Assembly on the Roll of Honour. This award is presented to children who have been seen showing our school Christian Values of courage, care joy and respect or our Learning Keys of perseverance, evaluation, curiosity, independence and teamwork.
- Stickers
- The privilege of weekly Golden time
- Positive feedback to classes through the School Council

- Reinforcement by another member of staff (team member including wider teaching staff/Office/caretaker/Headteacher)
- Telephone call or communication home
- Positive written comments on work
- Class rewards e.g.: marble in a jar
- Team points

Team Points

Team points are given for:

- ✓ Not receiving a warning for a whole week
- ✓ An exceptional piece of work, attitude or exceptional progress, including the Learning Keys
- ✓ A marked improvement in behaviour
- ✓ Good manners and showing our School Values
- ✓ Homework completed and handed in on time
- ✓ 100% weekly attendance and punctuality

Team points should only be given out one at a time unless it is an exceptional circumstance and then 2 team points can be given.

Once they achieve one award the next one begins. All awards will be presented during Celebration Assembly.

Award	Prize
150 team points	Dip in the treasure chest
300 team points	Tuck voucher
450 team points	TSM Prize Badge
600 team points	Special Governor Gift

One, Two, Three Strategy

To enable children to take a more independent approach to behaviour they feel is not acceptable. The One, Two, Three rule is known to all children, this is a simple three step approach, when children don't like a particular type of behaviour that is directed at them. They say **1.** I don't like what you are doing/saying, please stop. If the behaviour continues, then **2.** I don't like what you are doing/saying please stop or I will tell an adult if the behaviour still continues. Then **3.** I am telling an adult.

Consequences:

When children choose not to 'make the right choice' or not to follow the rules, all staff are expected to deal with them using an authoritative tone calmly and in a consistent manner. It is important that consequences of poor behaviour are presented to children as a choice. This places responsibility for behaviour on the child. Furthermore, we believe that the child should always be positively acknowledged; it is their behaviour choices that are inappropriate.

Adult states rule: "In our school we....." Praise 2/3 children who are doing it right.

Consequences should be seen as a natural outcome of poor behaviour choices. After a child receives a consequence, it is important to find the first opportunity to praise behaviour and so reduce the attention away from bad behaviour.

For unacceptable behaviour there is an agreed procedure:

- An adult will give children a chance to change their behaviour. Each class teacher has developed an approach appropriate to their class and style of teaching.
- All warnings MUST be explained to the child as to why they have been given.
- The warning or explanation may be given after a calming down period.
- If serious or physical incident occurs, a senior leader will see the child about their behaviour, which could result in a phone call home and/or the child missing their playtime or lunchtime.
- If a child's behaviour continues to be unacceptable the parents will be contacted to discuss the situation and decide on future appropriate action.
- If there is a refusal, rudeness or physical aggression at any point send straight to the Headteacher or Senior Teacher.

To ensure consistency in Year R:

1. Verbal warning
2. Calm time out as appropriate in the classroom
3. Time out outside of the classroom.

To ensure consistency in Key Stage One the procedure is:

1. Verbal warning
2. Come off the cloud and miss 5 minutes of Golden Time.
3. Escalation of golden time loss.

To ensure consistency in Key Stage Two the procedure is:

1. Verbal warning
2. Miss 5 minutes of Golden Time.
3. Escalation of golden time loss.

Intervention techniques and support strategies commonly used by the school include:

- Individual Behaviour Management Plans
- Behaviour Diaries
- Time out strategies
- Emotional Literacy Support
- Lunchtime activities
- Involvement of outside agencies (conducting observations, providing support and guidance to staff and families).

Behaviour Diaries/Charts

These are to be set up, by the class teacher, if a child's behaviour causes concerns. The targets that the child is working towards to change their behaviour are to be recorded in the front of the diary. Guidelines for the use of either will be included on the front cover.

Guidelines:

- Behaviour for each lesson must be recorded.
- This may be in the form of a smiley face, tick or sticker if the behaviour has been good or appropriate.
- Comments need to be made if behaviour targets are not met or broken.
- Extremely good behaviour can be recorded with a comment.
- Initial each comment or sticker/stamp//tick/smiley face.

School Visits and Out of School Activities

At all stages of planning and preparation for an off site visit, any child whose behaviour whilst at school or on previous visits gives cause for concern, may result in a specific risk assessment. Parents may be required to accompany the child on the visit. The teacher in charge of the visit reserves the right to refuse to take a child whose behaviour may endanger the Health and Safety of themselves or others.

Consequences when there is a serious breach of the rules

The Headteacher may consider fixed period or permanent exclusion of a child following a serious breach of the rules. Exclusion may also be considered as a consequence of repeatedly breaching school behaviour rules after exhausting all other avenues of helping the child to change their behaviour and attitudes. If a child is excluded from school, the Local Authority Guidelines for Exclusions will be followed.

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

Approved by Governing Body - Spring 2022

Date of next review - Spring 2025