

# Tattershall Primary School

## BEHAVIOUR POLICY



**Tattershall Primary School**  
*Believe, Achieve, Succeed*

### **Core Expectations**

#### Whole School Approach

We believe that good behavioural management and anti-bullying work relies on a whole school approach. Every member of staff must implement this policy into everyday practice. This policy is written in conjunction with DFE guidance '*Behaviour and discipline in schools Advice for headteachers and school staff January 2016.*' Our positive school ethos is underpinned by a clear set of values: *Teamwork, honesty, forgiveness, kindness and respect.* We apply systematic approaches to:

- Positive ethos
- Rewards
- Good organisation
- Good communication
- Role of line managers.
- Consequences

#### Positive Ethos

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making bad or good choices.

Praise is used in a rich and focused way. We recognise the need to be clear what it is that we are praising, 'you have managed to learn how to spell *because*' is much more effective than well done. Positive language focuses on how much pupils have improved rather than expecting perfection.

Used appropriately these positive phrases can be effective:

- 'Thank you for making a good choice about...'
- 'Well done for doing the right thing...'
- 'What does making the right choice look like/ sound like / feel like?'
- How could you make a better choice next time?
- 1-10 scale for children to judge their behaviour – highlighting children at 10/10

### **Good Organisation of Lessons**

#### Classroom layouts

The classroom layout should encourage and facilitate all children to engage actively with learning, to behave appropriately and to feel safe and secure. Our classrooms demonstrate that:

- Learning walls are a central and active engagement tool.
- School rules on display and referred to appropriately
- Resources are accessible and fully labelled
- Children are seated to maximise their learning opportunities but minimise disruption opportunities.
- Classrooms are clutter free
- Furniture will be rearranged appropriately for the nature of the tasks
- Pupils and staff can move easily around.

### Prior to pupil arrival

- Equipment is easily accessible, and labelled.
- Children know which equipment they can access themselves and which is centrally distributed.
- Children know what they do the moment they enter a classroom, and teachers set up clear effective routines. This may include initial instructions on the board, or initial focus seated around learning walls – however there are many alternatives.

### Quality planning and preparation

- Learning walls provide clear focus for learning, and tracking of progress.
- Classrooms are clutter free spaces
- Resources are ready to hand. All staff respect the importance of learning and minimise disruptions, including by entering and leaving quietly.
- Planning matches the learning and motivational needs of the learners and is appropriately differentiated. Over the course of a week children experience a range of learning styles. Good use is made of adult support. Interactive strategies, particularly talking partners and whiteboards are used to enable children to engage with learning rather than just receive it.

### Good General Organisation

#### Supporting supply and cover teachers

Supply and cover teachers should be supported by:

- All staff
- Lesson planning in an easy to follow format.
- Lessons that are reasonable for someone other than the class teacher to implement and manage.
- SEND list
- Target children list
- Password to laptop
- Deploying support staff to help children settle at the start of sessions where appropriate.
- Class teachers following up behavioural problems with parents when appropriate.
- Induction pack including:
  - List of daily routines
  - Summary of behavioural policy
  - Relevant medical information

### Around school

Before we move children around school, we think about making the transition smooth, quiet and efficient. We make our expectations clear about how we will move around school. Staff should ensure they are in a position of effective leadership.

### Working with groups

Working and learning spaces are clutter free, and sometimes a quiet location is preferable to aid concentration. Resources are ready to hand. All staff respect the importance of this learning time and minimise disruptions, including by entering and leaving quietly.

### Assembly

We periodically remind children of the importance of assembly as a time to reflect on their lives and the lives of others. It is an essential part of a smooth start to the day.

Assembly entrance will be silent, with each class teacher ensuring that their class enters assembly silently, sits silently and waits silently. Music will normally be playing. Staff will also normally model this silent behaviour for children.

A member of staff is highly visible at the front of the hall, identifying and praising good behaviour in a variety of ways, including individual eye contact and acknowledgement.

### Senior Leadership Team

Senior Leadership Team are responsible for supporting colleagues who are experiencing particularly challenging behaviour. This includes include coaching and working directly with children, parents, support staff, SENDCO and external agencies.

### Children arriving

All staff including the Senior Leadership Team will be outside at 8.45am to welcome pupils and parents. At 8.50am a whistle will be blown and the children will line up with their class teacher and walk into school quietly to prepare for learning.

### Morning play

As with lunchtimes, staff should disperse themselves strategically so they can observe and support positive play.

Football will be played on the pitch opposite class 3 and 4, weather permitting.

Normally pupils are expected to go to the toilet before morning break, and therefore should not need to go at break time, although this will be permitted.

Trim trail – four children allowed on each piece of apparatus at a time subject to ensuring constant safety of pupils.

### Lunch Time Play

Staff should place themselves around the playground so they can both watch and support children's playing. Staff promote positive play. The playground is zoned into different activity areas to support this.

Children must ask a midday lunchtime supervisor if they wish to come in for any reason. If a significant incident occurs, it is recorded in the behaviour log and the class teacher is informed. It is essential that if this pattern is repeated that class teachers contact home and seek to get the problem behaviour resolved.

(appendix 1)

Dinner Hall

Routines for where children are to sit are clearly established. Children are encouraged to talk quietly to the people immediately next to them.

### End of the school day

Sufficient time is left at the end of the day, to ensure that children are ready to leave in a calm and safe manner. If appropriate, children should be asked to fetch coats and to leave in small groups or individually. Our high expectations of good choices and polite manners continue until children are *at least* off school premises.

### Rewards

#### Success Stars

Children are awarded success stars for individual achievement. 25 stars earns a bronze certificate, 50 stars earns a silver certificate, 75 a gold certificate and 100 stars earn a platinum certificate. These certificates are awarded in assembly.

#### Rewards - Achievements Assembly

On Friday Mornings we hold achievements assembly. There are several types of rewards that are shared here:

- Each class teacher chooses two children from their class to receive a Headteacher's Award. Parents receive a letter celebrating their child's achievement and explaining the specific reason for the award.
- Platinum, Gold, silver and bronze success certificates as described above.
- Attendance certificates will be awarded where appropriate.
- Additional certificates (for example for sporting achievements) may also be awarded, including those received outside of school.

- Attendance percentages for each class are announced and the winning class are awarded the SAM (School Attendance Matters) trophy for the week.

### Whole Class Rewards

Golden time is earned as a class using pebbles or the equivalent but will be a maximum of 30 minutes length per week. The first 20 pebbles need to be achieved for the class to earn their 20 minutes Golden Time. 5 additional bonus balls can be earned which are worth an additional 2 minutes each of Golden Time to the maximum of 30 minutes.

### Positive Calls

Teachers are encouraged to make positive calls to parents to share success and good news.

## **Good Communication**

### Proactive With Parents

Early communication is important because:

- Parents have a right to know and a duty to support school.
- Children often respond better to a unilateral approach.
- Parents may have additional information that will help us better understand the needs of a child.

Therefore we:

- Keep parents informed of progress and events – particularly for behavioural SEND children
- Support parents in having a consistent approach to managing behaviour at home, putting them in touch with outside agencies where appropriate.
- Keep parents informed when things are going well, particularly for those children who have additional needs and are making that extra effort.
- Ensure all parents have signed our home school agreement. (appendix 5)

### Meeting Pastoral Needs

The school ethos shows that we care greatly for our children. We want our children to feel valued, secure and have a sense of belonging. We use the SEAL project as part of our PSHE programme to meet the pastoral needs of our children. For those children whose pastoral needs are greater (these children may not be causing major behavioural problems), we will strive to support in small groups or individually. This can mean class teachers, support staff or senior staff taking particular interest. We work to find common ground, to build relationships, to listen and to gain trust. If this is not sufficient we will strive to deploy additional resources.

### Supporting SEND Children

Careful exchange of information between year groups is essential, as is ensuring all children who have SEN are identified. When pupils have repeated difficulties that seem unusually challenging, staff work with the SENCO to get a child onto the SEN register. Staff MUST ensure gold forms are kept up to date. PIVATS can provide very small targets for children's target books. Records will be kept prior to children being placed on SEN register.

### Teachers and Support Staff

Teachers and support staff must agree who and how behaviour can and should be managed by the support member of staff within each classroom. All staff should apply the traffic lights system, ensuring as much consistency as possible is essential.

- staff should contribute or in some cases lead the generation of ILP's and termly targets of children with an EHCP.
- 1:1 staff should track their child's behaviour carefully, keeping a diary of events, if appropriate. Any significant events or patterns should be recorded on the gold forms.
- In accordance with children's ILP's the 1:1 staff work together with teachers to adjust the curriculum to the needs of the 1:1 child. This may include an additional level of differentiation, making things brighter, larger or more relevant to the child's experiences and interests.

- staff, with agreement of the class teacher, and inclusion of strategies onto ILP's may deploy additional rewards, for example choosing time (maximum 10 minutes per half day), stickers etc. However we must do this in such a way that we minimise feelings of unfairness from other children.

### Dealing with complaints about behaviour or bullying

The normal route for complaints should follow the line management system. This means that for both parents and children, the class teacher should be the first port of call, followed by the deputy head and the Headteacher.

### Dealing with and reporting racist incidents

We define a racist incident as 'Any incident which is perceived to be racist by the victim or any other person'. If a racist incident is alleged, there are additional procedural and reporting requirements – all alleged incidents must be recorded on the Racist Incident Referral Form and in the Racist Incidents Log. JD/CR have responsibility for supporting staff on following up racist incidents. This support may include form filling, contacting parents, procedures and support with investigations and decisions. The number of racist incidents will be reported to governors at least annually.

### Supporting Lunchtime Staff

Lunch times are often the most enjoyable part of the school day particularly when lunchtime staff organise and lead good play activities. This proactive approach of creating and supporting play is the most effective way to ensure happy enjoyable lunchtimes for staff and pupils. It is important that we consistently demonstrate that lunchtime staff deserve the same high level of respect that other staff.

### Consequences

The key tool that we use for ensuring consistency of consequences is the traffic lights system.

### The Traffic Lights System

The traffic lights system and reward systems must be reminded to pupils at the start of each half term, including the fact that phone calls home really do happen. Children who are persistently good sometimes think this does not happen because no-one tells them about it – this can result in children who are persistently good feeling that things are unfair.

It is essential that teachers are rigorous and conscientious in applying the traffic lights system. Children can move up and down the system.

GREEN – Every child starts every new day here. Every classroom has a visual reminder of the traffic lights system.

AMBER – Formal warning to change behaviour. When child changes behaviour (spotted making a good choice) they are moved back to GREEN

RED – If a child on AMBER continues to make a poor choice then they are moved to the RED traffic light. They will be encouraged to move back to AMBER and then progress back to GREEN by making the right choices.

If a child is on RED before break, lunchtime or at home time they will miss up to 10 minutes of their next playtime. For KS2 children this will involve the children being supervised in the hall during the following day's morning break. Staff will be timetabled to supervise this. Children will sit in the hall one behind the other for a maximum of 10 minutes. They will be allowed outside for 5 minutes if their choices in the hall are judged to be the right choices. KS1 children will be supervised in classrooms for 5 minutes.

If a child has been placed on RED for hurting another child, they must miss 5/10 minutes of their next breaktime, even if they have ended the day on AMBER or GREEN.

Missed playtimes will be recorded, with the reasons why the child was on the RED traffic light, and placed in the playtime behaviour book.

If a child is reaching the RED traffic light more than once a week, normally for 3 weeks or more, Class teachers are responsible for meeting with SENDCO and putting in place a behaviour plan related to more immediate consequences and rewards.

For children with specific SEND behavioural needs, a behaviour plan bespoke to child's needs will be used. In addition, if the teacher feels a child may benefit from some reflection time, a 5 minute timer can be used to allow the child to refocus.

### Dealing with failure to engage in learning

It is appropriate to ensure pupils receive their full curriculum entitlement. Therefore if pupils (who are reasonably capable of doing a task) fail to do so to a satisfactory standard, staff should require pupils to use break times, lunchtimes and additional home learning to catch up. Normally, pupils will be given five minutes after a catching up session to eat snack and go to the toilet and have a quick play before next sessions begin. It is particularly important that all staff are empowered to do this and actively supported by class teachers and senior leaders. If learning is still not completed, this will be sent home to be completed before the next day's learning. (appendix 2)

### Overcoming Bullying

At Tattershall Primary all pupils are encouraged to report incidents so that even if the victim is too frightened to say anything, the bully will know he/she cannot get away with abusive behaviour.

Our school ethos and the key role of SEAL means that we have a zero tolerance approach to bullying.

Bullying is complex, so to overcome it we need to recognise and deal with the different types of bullying. These types of bullying overlap, so for example a child may be suffering from manipulation, harassment, and domination bullying.

### What happens when it is bullying?

The traffic lights system is applied. Additional sanctions are given if this is becoming persistent (i.e. 3 or more times in any half term period). Pastoral and proactive support may also be needed for the victim. We will keep parents appropriately informed. All incidents are recorded in the Behaviour log.

### Alternative Consequences

There are times when the traffic lights system is simply not enough, is not working, or is not appropriate. When this is the case, the class teacher is responsible for identifying alternative consequences. It is essential to work closely with parents, pupils and relevant colleagues.

Parental engagement is key to many pupils that are struggling to make good choices, and although this is not always easy to obtain or maintain, must be a key priority for the class teacher. When a pupil has a 1:1, the 1:1 should be involved at each and every stage.

The purpose of these alternatives is to improve pupil behaviour longer term, avoiding the need for exclusion, whilst minimising opportunities for poor choices short term.

**See Appendix 3 for examples of alternative consequences**

### Exclusions

#### **Internal exclusion**

When a child is at risk of exclusion in line with the Behaviour Policy, we will often opt to use internal exclusion as a means for avoiding an exclusion from school. This means that the child will be excluded from joining their class for a fixed period (usually not exceeding one day initially) and then returned to class. Should there be a repeat of the behaviour the child can either return to internal exclusion or be excluded from school (see below).

### Fixed term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore has adopted the standard national list of reasons for exclusion and the standard guidance, called "Exclusion from maintained schools, Academies and pupil referral units in England" (DfE, 2012). We follow the guidance within this booklet.

Only the Head teacher (or the Deputy Head teacher in her absence) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child they must inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. The parents are also informed of the date and time of the 'reintegration meeting', which takes place on the first day back to school following a fixed-term exclusion. It is expected that a parent / carer attend this meeting with their child.

The Head teacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions, and also the Out of Schools team to receive additional support and advice.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which considers any exclusions appeals on behalf of the governors.

When the discipline committee meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA and consider whether the child should be reinstated.

If the governors' discipline committee decides that a child should be reinstated, the Head teacher must comply with this ruling.

Where the discipline committee has upheld a permanent exclusion, the parents may appeal against its decision; the appeal must be made before the 15<sup>th</sup> school day after the day on which the parent was given notice in writing of the governing body's decision. An independent appeals panel appointed by the Local Authority would hear this appeal.

Chair of Governors signature: *GSHAW*

Headteacher signature: *JTDAVEY*

Policy ratified: 25/1/2018

Review Date 25/1/2020

## Appendix 1:

### Lunchtime

Always give children a positive reminder of behaviour choices



If a child continues to make poor choices, give them 5 minutes 'time out' on the bench. After 5 minutes, if the child has calmed down and is making positive choices, allow them to re-engage with a 'fresh slate.'



If the child is not ready, allow a further 5 minutes. Please remember to use de-escalation strategies at all times.



If a child has made a poor choice due to violence or inappropriate language, their name must be recorded in the lunchtime behaviour log.



After lunchtime, the behaviour log will be shared with all class teachers. This alleviates the need for lunchtime staff to feedback verbally to class teachers and enables the children to have a positive approach to afternoon learning.



Class teachers will monitor the lunchtime behaviour log and if a child has been persistent (name recorded 3 times in one week) in making poor choices, a letter will be sent home to parents. The child will then miss a lunchtime break.

- ✓ Please remember to use positive de-escalation strategies with all children
- ✓ Lunchtime staff to lead and join in games with the children to increase their social interactions. Engagement in games/activities will minimise the opportunities for poor behaviour.
- ✓ Children with their own behaviour plan will be asked to stay with the lunchtime supervisor for 5 minutes as an alternative to sitting on the bench. During this time, adults to use distraction techniques.

## Appendix 2:

### KS1 escalation - child failing to engage in learning:

Positive reminder of behaviour choices



Formal warning and move to Amber (for a limited time)



Children should only ever be on Amber for a limited time – if they continue to make poor choices, Move to red



5 minutes time out for reflection (if appropriate)

After 5 minutes, if child is responsive and ready to re-engage, allow child to return to class.

Please remember to use de-escalation strategies at all times.



If child is persistent with poor choices, send to another class for an agreed time frame (this will be agreed between teachers, dependent on child and behaviours displayed). Class teacher must provide learning for this session.

Child must be re-engaged as soon as possible.



Please remember that every session is a fresh start. If the child has been in another classroom and demonstrated good behaviour choices, this child should be positively reintegrated on green.



If the child continues to be disruptive, KS1 leader will be called (Davina Clarkson).



If a child has been removed to another classroom for any period in the day, the class teacher must speak to parents at the end of the day. If parents do not collect the child, they must ensure a phonecall home is made. This must be recorded on scholarpack.

- Team teach will only be used if the child is a danger to themselves or others.
- The SENDco (Abbie Mottram) will support with developing individual behaviour plans for those who need them. These must be followed by all adults.
- Class behaviour logs must be used to record all incidents where a child has been moved to another classroom. Team teach incidents will be logged by JD.

## KS2 escalation - child failing to engage in learning:

Positive reminder of behaviour choices



Formal warning and move to Amber (for a limited time)



Children should only ever be on Amber for a limited time – if they continue to make poor choices, Move to red



5 minutes time out for reflection (if appropriate)

After 5 minutes, if child is responsive and ready to re-engage, allow child to return to class.

Please remember to use de-escalation strategies at all times.



If child is persistent with poor choices, send to another class for an agreed time frame (this will be agreed between teachers, dependent on child and behaviours displayed). Class teacher must provide learning for this session.

Child must be re-engaged as soon as possible.



Please remember that every session is a fresh start. If the child has been in another classroom and demonstrated good behaviour choices, this child should be positively reintegrated on green.



If the child continues to be disruptive, KS2 leader will be called (Catherine Richardson).



If a child has been removed to another classroom for any period in the day, the class teacher must speak to parents at the end of the day. If parents do not collect the child, they must ensure a phonecall home is made. This must be recorded on scholarpack.

- Team teach will only be used if the child is a danger to themselves or others.
- The SENDco (Abbie Mottram) will support with developing individual behaviour plans for those who need them. These must be followed by all adults.
- Class behaviour logs must be used to record all incidents where a child has been moved to another classroom. Team teach incidents will be logged by JD.

## Appendix 3

### Examples of alternative consequences

(Note these alternative consequences are only used when the traffic lights system has not been successful in addressing behaviour issues. Children requiring additional support of this nature will usually have this as part of an ILP)

Alternative	Description	Consult with
Reflection	Applied through the traffic lights system. For most pupils who need consequences, this consequence is enough.	N/A
Time Out	Does not need consultation. Time out can be used if pupil's behaviour is spiralling. When pupils have been sent for time out it is in a shared area which forms part of the classroom and where they are still under the supervision of the class teacher. Pupils are expected to complete all planned learning, otherwise missed learning must be completed at home.	N/A However if used frequently (e.g. more than twice a week), alternatives should be considered.
Identification of SEN	Through meeting with parents, and initiating gold forms.	SENCO
Classroom based isolation	Can be very short term (e.g. a day or less), which requires no consultation, but when longer requires consultation.	Year group leader or SENCO Parent
Removal to another class	This is pre-planned move that normally has a pre-planned review date. The choice of class is very important and is carefully thought through. Pupils are expected to complete all planned learning and responsibility for this remains with the class teacher.	Year group leader Receiving teacher Parent
Restricted play	For example play within 5 metres of nominated member of lunch staff. Normally for a fixed period (e.g. 5 days or less) before reviewing.	Midday Supervisor Senior Leader
Removal of privilege	For a fixed period of time pupil may no longer <ul style="list-style-type: none"> <li>• Represent the school (e.g. sports, arts etc)</li> <li>• Use ICT equipment</li> <li>• Go to school clubs</li> <li>• Go on a school visit</li> </ul>	SLT Club leader Parent when this impacts on after school activities
Safe place to be during breaks	Longer term arrangements made for pupils at break time or lunchtime to give them 'a safe place to be' where they are unlikely to make poor choices. This is particularly for pupils who find the freedoms of break time or lunchtime difficult. Arrangements for supervision and location will then be agreed. During the time a child is in the 'safe place to be' specific work may be set that may be related to SEAL.  For most pupils who need a safe place to be, the entrance area to the school is unsuitable because pupil supervision is too low and distractions are too high.  If parents request to take their child home for lunch to help, we will normally allow them to do so, however we cannot require parents to take pupils home for lunch without a lunch time exclusion.	Pupil Parent SLT SENCO
Isolation out of class	This is when a pupil does not enter the classroom and works on their own away from all other pupils. Note that staffing needs to be agreed. Normally for a fixed period (e.g. 5 days or less) before reviewing.	Normally with consultation with Headteacher and SENCO Parent

## Appendix 4

## Tattershall Primary School Home School Agreement



Every partner in a child's education is encouraged to sign the 'Home School Agreement'. It outlines what parents, carers and children can expect from the school and also what the school expects from them.

### **The school will:**

Keep your child safe

Encourage children to do their best at all times.

Encourage children to take care and respect their surroundings and others around them.

Inform parents of the child's progress at parents' evenings and in an annual written report.

Inform parents about what the teachers plan to teach the child each term.

Integrate new children into school as quickly as possible.

Signed..... (Headteacher)

### **The parents and carers will:**

Make sure that the child arrives at school on time by 8.50am

Ensure the child wears the school uniform as described in the school prospectus.

Ensure the child has the necessary items of equipment needed for their learning.

Make sure that the child attends regularly and inform the school promptly if the child is absent.

Attend Parents' Evenings to discuss the child's progress.

When possible, attend class assembly.

Support school with ensuring children complete their homework.

Support the schools aims and values of *respect, teamwork, kindness, forgiveness and honesty*.

Signed.....(Parent/s or Carer/s)

### **The child will behave in accordance with our values:**

I will be *kind* to others and treat them as I would like to be treated.

I will try hard to *forgive* people when they have upset me.

I will always try to do my best

Complete all homework

I know that I am part of a *team* and I will work hard to be a good team player.

I will be *kind, polite, honest and respectful*.

I will take care and *respect* everything in my school.

I will walk quietly and sensibly around school.

Signed.....(Child)