



Behaviour Policy and Guidelines

Reviewed by staff: Autumn Term 2017
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Version 1

Introduction

The safety of our pupils is of paramount importance to everything we do at school. Our Personal Development, Behaviour and Welfare Policy is one of the many policies at Tewin Cowper relating to safeguarding of pupils. This positive behaviour policy has been developed in consultation with the whole school team. This policy aims to provide a consistent approach and a clear understanding of expectations at the school. The behaviour policy creates the learning climate, which enables all members of the school community to work and learn together. Our policy can only succeed if everyone within the school community works together to put it into practice. We encourage and expect all our children to show care, courtesy and consideration at all times. Praise and encouragement are used to promote and maintain a positive and happy atmosphere in school. Our positive behaviour strategies are embedded in all areas of school life, and reflect our Christian values and moral issues such as right and wrong, honesty, trust, tolerance, fairness, forgiveness and respect for one another.

THE AIMS OF THE BEHAVIOUR POLICY

We aim to:

- bring about a culture of mutual respect and tolerance
- provide a positive, safe, stimulating environment, which is happy and caring through effective classroom management
- be vigilant and alert to signs of bullying and racial harassment
- encourage good manners, consideration and courtesy; and to look for opportunities whenever possible to recognise and celebrate positive behaviour
- ensure that there is the clear communication between all members of the school community essential for good behaviour
- positively reinforce good behaviour through talking about behaviour both to children and parents/carers in a constructive way
- actively establish and reinforce values and attitudes within our curriculum
- provide a supportive environment with time to listen to individual children
- encourage good behaviour through incentives and rewards. However, where sanctions are used, children will understand why they are used and the sanctions will be appropriate and consistent
- recognise and facilitate the rights of children and of the whole school community, whilst encouraging all to take responsibility for their behaviour and to recognise the effect of their behaviour on others.

We regard good behaviour as being important in life beyond the school and recognise our role in developing future responsible citizens.

ROLES AND RESPONSIBILITIES:

Headteacher Responsibility

- The Headteacher has a statutory responsibility for developing the behaviour policy and for ensuring that it is implemented consistently throughout the school
- To ensure that the behaviour policy or the anti-bullying policy includes measures to prevent all forms of bullying among pupils.
- The Headteacher must publicise the behaviour policy, in writing, to staff, parents/carers and pupils at least annually.
- It is the Headteacher's responsibility to inform Governors and to involve Governors where appropriate in the Behaviour Policy.
- It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher must ensure that records are kept of serious behaviour incidents, bullying and of all racial incidents
- 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 anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

The Headteacher takes the lead in modelling good standards of behaviour which reflect our Christian values.

Staff Responsibility

- Staff have a responsibility to provide good role models and to treat all pupils fairly, with respect and understanding
- Staff have a responsibility to follow the school's behaviour policy, but to raise issues concerning the policy if necessary
- All staff have responsibility for maintaining good behaviour throughout the school, for ensuring standards and school rules are consistently applied and that children behave in a responsible manner during lesson time
- Staff have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Staff have a responsibility to support each other in disciplinary matters.
- All staff have responsibility for being alert to signs of Cyber bullying / electronic harassment and to teach children how to use the Internet safely.
- Staff have a responsibility to treat any incidents relating to age, race, disability, gender reassignment, religion or belief, sex, sexual orientation or and bullying incident(s) as unacceptable and to report these to the Headteacher/Deputy Headteacher.
- Class teachers set class rules with the children which are appropriate to the needs of each individual class and also implement class reward systems.
- Class teachers ensure that our values underpin our school reward systems and are woven through the curriculum.
- Class teachers deal with incidents within class, recording them if appropriate, and should seek help and advice if necessary.
- Class teachers/senior staff should liaise with external agencies to support and guide the progress of each child.
- Teachers also keep serious behaviour logs, parental concerns and meetings with parents/carers.

- Staff liaise with parents/carers where appropriate and where it is necessary home – school records are shared.

Pupil Responsibility

- We believe that children can be trusted to act responsibly and should be given opportunities to do so, such as:
 1. Year 5 or 6 children act as playground helpers
 2. School and Eco Council representatives from all classes
 3. Year 6 House and Vice Captains
 4. Ambassadors for Values, Health and Sports
- Children are also given class responsibilities as organised by classteachers.
- Children have a responsibility to follow the School Golden Rules, which were developed by children and agreed by the School's Council.
- Children also have the responsibility to follow our 'Playground Rules' and reflect our Christian values..
- Elected members of the School and Eco council are invited to provide a report of the Council's activity annually.
- The Star of the Week Award presented in Collective Worship on a Friday, places a tremendous responsibility on every child to do their part in maintaining good standards of behaviour.
- Our values leaves are presented in Collective Worship on a Friday; these encourage all children to demonstrate our Christian values in their lives.
- Older children have a responsibility to be good role models for all children.
- Year 6 pupils attend parent consultations to review their progress, including behaviour.

Parental Responsibility

- Parents/carers are crucial in shaping attitudes, which produce good behaviour.
- We expect parents/carers and all adults to be models of good behaviour for the children and encourage them to reflect our Christian values. This is especially important on and around school premises, because children learn from the examples set by adults.
- We believe the school must maintain positive channels of communication with parents/carers so that they are well informed and can play their part in the three-way partnership. The school actively collaborates with parents/carers so that children receive consistent messages about how to behave at home and at school. We encourage parents/carers to let us know if their child has made a special effort to demonstrate our values at home so that we can celebrate and encourage them in school.
- We ask parents/carers to familiarise themselves with school procedures and rules and to accept a degree of accountability for their children's behaviour. eg damage to school equipment.
- We expect parents/carers to support their child's learning and to cooperate with the school as set out in the home school agreement. We try to build a supportive dialogue between home and school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to discipline a child (as set out in this policy) we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Deputy Headteacher or, if necessary, the Headteacher. If these discussions cannot resolve the problem, the parents/carers should then inform the governing body and a formal grievance or appeal process can be implemented.

Governor Responsibility

- Governors can make a positive contribution to the development and monitoring of school policy. The governing body has the responsibility for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, staff, parents/carers and pupils when developing these principles and when reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines
- Parent Governors in particular have an important role in clarifying the school's policy position and in providing a channel of communication for the parents/carers
- All exclusions and incidents of bullying or of a racial nature must be reported to the Governing Body on a termly basis.

PROMOTING AND MAINTAINING GOOD BEHAVIOUR

Good standards of behaviour are promoted through simple rules, positive strategies and rewards, including:

1. Our School 'Golden' Rules (appendix 1)
2. Playground Promise (appendix 2)
3. An appropriate and relevant curriculum that meets the needs of each pupil.
4. Positive oral praise to share successes and reinforce expectations
5. Celebration assemblies
6. Star of the week award
7. House Points
8. A value leaf
9. Positive written comments in class books
10. Sending a child with their class work to a Subject leader for praise.
11. Send a child with their class work to the Headteacher for a Headteachers award and 5 house points.
12. Award of special privileges e.g. whole class extra playtime
13. Responsibility roles (eg monitors)
14. Class reward systems

Children are helped to understand and respect each other through:

1. Assemblies and Collective Worship which develop value themes such as "friendship"
2. Assemblies and lessons which remind children of our important values
3. Discussion of moral issues in stories and across the curriculum
4. Circle Time
5. PSHE and RE lessons
6. Celebration of the school's diverse cultures, languages and religions so that there is less likelihood that children from ethnic minorities will suffer racism.

STRATEGIES TO HELP CHILDREN WHO BEHAVE INAPPROPRIATELY

The behaviour at Tewin Cowper is very good and while we believe in positive behaviour management through incentives and rewards and the celebrating of good behaviour, sometimes sanctions are necessary to maintain our high standards.

Sanctions need to be fair and consistent and the reason for them understood. It is impossible to describe every type of pupil misbehaviour and prescribe a sanction, as the appropriate sanction depends on particular circumstances and there must be flexibility within consistency.

If a child acts in anger or irresponsibly they are given time out to consider their actions calmly. This means that adults are more likely to find out exactly what has happened and be able to discuss the matter more effectively and fairly with the children involved. If appropriate we expect children to write reflections on their behaviour in order that they can make their own judgements on their behaviour.

Children can act in a thoughtless manner, though not necessarily deliberately, and it is important that we recognise this and help these children reflect on and change their behaviour.

Minor incidents might include:

Running in the classroom and hall, talking in class or assembly, talking out of turn, shouting, verbal abuse to another pupil, minor aggressive act towards another pupil, distracting others, cheeky or rude comments to a member of staff, damaging an object, 'soft swearing', making unnecessary noise, unintentional racism, deliberate laziness, behaviour that undermines our Christian Values.

These could be dealt with through the following sanctions:

- Showing disapproval though reasoning with them either in class in front of other pupils or alone
- Time for reflection
- Writing an apology letter
- Losing house points
- Missing break time on one or more occasions
- Temporarily confiscating possessions that are not allowed in school or which are being used inappropriately
- Work appropriate to the offence eg cleaning something they have defaced
- Moving a child's place in class or positioning them on their own
- Sending pupil to another class
- Removing a privilege
- Discussion with class about things that are going wrong
- Sending pupil to Deputy Head or another teacher.

More serious incidents will be recorded and might include:

Frequent occurrence of minor incidents, intentional racism, violent acts, stealing, running away from school, flagrant cheekiness or ignoring of school rules, bullying, rudeness to staff

These could be dealt with by:

- Internal exclusion ie missing an activity, missing a series of break or lunchtimes, spending time in another class
- Informing Headteacher and/or informing parents/carers and arranging a meeting
- Agreeing a behaviour plan
- Reviewing behaviour at agreed intervals

Very serious incidents might include any of the above or a combination of the above and may involve the pupil in exclusion from the school, which may be:

- During the lunch breaks
- For a fixed period
- On a permanent basis

The school follows the LA and DfE guidelines on managing behaviour and exclusion. It is the policy of this school that exclusion is only ever used as a final solution.

Searching Children

‘School staff can search pupils with their consent for any item which is banned by the school rules. The Headteachers and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.’ (DfE:2011)

Use of Reasonable Force

‘All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.’ (DfE: 2011)

INCLUSION

Some children come to our school with particular behaviour issues. We have a special responsibility to understand these children and, with appropriate support, to target our resources to meet their needs. It is very true that ‘all behaviour is a means of communication’ and the responsibility is for adults to understand what it is they are trying to communicate to us by their behaviour. Where particular support is required, a Behaviour Plan is drawn up with the support of the SENCO, parents/carers and external agencies (eg Behaviour Support Service, Educational Psychologist) to ensure that these children can modify their behaviour, access the curriculum and participate fully in school life. Where it is deemed necessary, Risk Assessments for individuals or groups of pupils are drawn up to support staff in keeping children safe.

Bullying and Racial Incidents

Tewin Cowper Primary School has a separate anti-bullying policy which includes how the school deals with racist incidents, and is available on our website.

Bullying is deliberately hurtful behaviour, which is often repeated over a period of time and where the innocent victim is unable to defend themselves. It takes 4 main forms:

- Physical: hitting, kicking and taking belongings
- Verbal: Name-calling, racist insults, jokes
- Indirect: excluding or ignoring someone, spreading nasty stories
- Cyber bullying: electronic harassment

Bullying involves treating someone differently or being unkind to them because of a difference between them and the bully. This could be racist, sexist, disability or appearance.

Racial and other discriminatory incidents can take a variety of forms:

- name calling – insults, jokes, taunts on the basis of race
- graffiti - on walls, books, desks, school bags
- literature - books, comics or leaflets
- cyber – using electronic means to harass
- comments - in discussion during a lesson
- refusal to co-operate or work with a member of a different ethnic or other group
- threatened or actual physical assault because of a pupil's colour, ethnicity, gender and other characteristics (see below)

It is unlawful to discriminate either directly or indirectly on the grounds of race, colour, nationality, citizenship and ethnic or national origin. Racism not only relates to the individual concerned, but also, by inference, extends to their family and their ethnic community as a whole.

The above also applies to other protected characteristics and it is unlawful to discriminate either directly or indirectly on the grounds of these protected characteristics. These are:

- age;
- disability;
- gender reassignment;
- religion or belief;
- sex;
- sexual orientation

BEHAVIOUR GUIDELINES....RULES AND ROUTINES

Staff welcome children as they enter school and classes to help ensure a friendly, happy atmosphere and good start to the day.

How we manage behaviour in class

Although the emphasis is on encouraging and rewarding positive behaviours and attitudes, we also recognise that it may be necessary to employ a number of sanctions to enforce our School and Classroom Rules to ensure a safe learning environment.

We find that the best approach is through a **traffic light behaviour chart system** that is in place in every class.

How it works

Each pupil has an envelope displayed that contains three cards: Green, Yellow, and Red. If a child displays good behaviour throughout the day, he/she remains on the green card. We expect children to stay on Green all day. However, if a child is not following the rules, as discussed above, the class teacher will give him/her a warning and remind them of the class rule that they are breaking. If a child disrupts the classroom a second time in the same day he/she will be asked to turn his/her card, which would reveal the yellow card. If the child disrupts the class a third time he/she will be asked to turn their final card to reveal the red card.

What it means



Green = Great job! Working well throughout the day, following rules, demonstrating appropriate behaviour, etc.



Yellow = Second Warning Card – still not following the rules (breaking rules, not following directions, disrupting the classroom)



Red = A RED CARD 'Ping' (text) /or Phone Call Home. The child will take ten minutes out of class for reflection and miss free time.

A clean slate

Each pupil starts off the school day with a clean slate.

This means that if they had to "Turn-A-Card" the previous day, it will not affect the current day. Each child starts the day on the green card.

Parent communication

Parent-communication is an essential part of this behaviour management system. For some children, this behaviour plan will not work. In this instance parents/carers will be invited to discuss the child's behaviour with the Headteacher and an individual behaviour plan will be agreed and put in place.

Breaks and Lunchtimes

Eating lunch is regarded as a social occasion and children are expected to be in an orderly way. The children enter the hall in classes and sit in friendship groups. Supervisors move between tables encouraging good table manners. The atmosphere is expected to be relaxed and happy and staff are encouraged to join the children for school meals.

- Reception staff accompany children to the lunch hall and remain with them for the first half an hour, until the mid day supervisors take over.
- Play equipment is available for children on the playground
- Staff on duty or Mid day supervisor assistants (MSAs) report behaviour incidents to class teachers
- The lead MSA communicates particular concerns both medical and behaviour to other MSAs.
- MSAs are encouraged to communicate and play games with children at lunchtime
- At the end of lunchtime and playtimes, the bell is rung...
 - 1st whistle - children stand still, stop talking and listen for instructions.
 - 2nd whistle – children walk sensibly, take any play equipment back to the shed and line up at their classroom door.
 - Year 6 play leaders will put equipment away quickly and orderly.
 - A member of staff from each class should bring the children to class in an orderly fashion.

Break and Lunchtime during Wet Weather

- Staff on duty monitor the children in their classrooms during wet play.
- Children are not to visit each other in classrooms, unless specifically arranged by a teacher.

COLLECTIVE WORSHIP

- Staff must ensure that their class lines up quietly in their classrooms before leaving for the hall, taking into consideration groupings / lining up order to promote good behaviour.
- The children must enter the hall quietly and sit down in their respective lines.
- Staff take a corporate responsibility for ALL the children at ALL times, so that any child may be spoken to by his or her own teacher or by any other teacher in the vicinity.
- Music is provided for listening to, not as a background noise.
- Our daily Collective Worship assemblies are used to reinforce the school's values, and include promoting our expectations relating to how we should behave towards each other.

RECORDING AND REPORTING SERIOUS BEHAVIOUR INCIDENTS

- Class teachers keep a record of incidents of misbehaviour within their class, especially if there is a concern and/or repeated minor incidents
- The Headteacher keep records of serious incidents and of conversations with parents/carers about behaviour
- Serious incidents are reported to the Headteacher / deputy and, if appropriate, to the SENCo
- Serious incidents are reported to parents/carers by the Senior Leadership Team.
- The Senior Leadership Team monitor incidents and look for any patterns or trends
- The SENCo also monitors incidents and looks for trends, with particular emphasis on vulnerable children.
- Exclusions, bullying and racial incidents are reported to the Governing Body and the LA each term.
- Parents/carers may make a request to see incident records, however, as with all records, 28 days should be allowed.

PLEASE REFER TO THE FOLLOWING DOCUMENTS:

- DfE document: Improving Behaviour (2011)
- Improving behaviour and attendance: guidance on exclusion from schools (DCSF: 2008)
- School welcome brochure
- Anti-bullying Policy
- Visitors Policy and Leaflet
- Single Equality Policy
- Health and Safety Policy
- Special Educational Needs policy
- Complaints Procedure

All school policies listed above are available on our school website.

Appendices:

- School Rules
- Playground Rules
- Visitors Policy
- Home School Agreement

School 'Golden' Rules

- We will be careful and kind
- We will be polite and friendly
- We will be helpful to each other
- We will do what an adult says
- We will be try our best

Playground Promise

- We will not go onto the playground until a member of staff is on duty.
- We must change into trainers to go on the field or go on the climbing apparatus.
- We will only use school play equipment and not bring in other play equipment from home.
- We will always play safely – fighting games are not allowed.
- We will not lift up or carry other children.
- We will not take equipment from the PE shed without permission from a teacher or a Year 6 play leader.
- We will put away all equipment at the end of break.
- We will ask a teacher if we need to go inside.
- We will share our equipment.
- We will listen to the adults on duty.
- If someone is alone we will ask them to join in our game.
- If we notice that someone is hurt, we will tell a playground leader or adult on duty.
- We will respect the Gazebo as a quiet space.
- We will stop, keep still and listen for instructions when we hear the bell.

The playground promise has been written and agreed by the school council. It will be shared with children in all classes and reviewed by the school council annually.

Tewin Cowper Primary School seeks to be a friendly, inviting school at all times. We are an open community that likes to share its practice, and we welcome those who come to learn from us or share with us. Whilst the public are on our premises there is an expectation that behaviour by both staff and visitors, including parents/carers of pupils, will meet certain standards.

- Our staff will be polite and courteous towards you at all times. If you feel a member of staff has behaved in an unacceptable way, please end your discussion and report the matter in writing to the headteacher or a senior leader. They will contact you to investigate and resolve the matter.
- In return it is our expectation that you will be polite and courteous to staff. If staff are subjected to unacceptable behaviour they have been instructed to end the discussion and implement our staged approach to dealing with breaches of our code of behaviour. You will be asked to leave the premises. A letter to confirm the reasons why you were asked to leave and the action we intend to take as a result will be sent to you. You will then be given the opportunity to discuss the matter with us in a calm and civil manner at a later date.
- If the incident is particularly serious or is repeated you may be barred from the premises.

THE FOLLOWING BEHAVIOURS ARE UNACCEPTABLE:

- Swearing, spitting, shouting, threatening words or gestures
- Verbal or psychological intimidation
- Physical intimidation and the use of force
- Racist, ageist, sexist and homophobic comments
- The unauthorized entry into, use of, theft of, damage to, or destruction of equipment or property
- Being under the influence of drugs or alcohol whilst on our premises
- Smoking whilst on our premises
- The carrying of prohibited and/or dangerous articles/weapons

We welcome anyone who comes to Tewin Cowper Primary School in any bona fide capacity as they share in the life of the school community with us and respect our Christian values. On the other hand, behaviour that interferes with the basic purposes and processes of the school or which disregards the health, safety and rights of other members of our community, is unacceptable.

PUPIL NAME: CLASS:

Having chosen our school, we expect families to participate fully in the life of our school to help our children learn, develop and excel with as much fun and enjoyment as possible.

	PARENTS/CARERS / CARERS We will do our best to	PUPIL I will do my best to	SCHOOL We will do our best to
READINESS FOR SCHOOL	<ul style="list-style-type: none"> Send our child in full school uniform and take pride in their appearance. Ensure jewellery is not worn. Make sure that the correct equipment is brought to school. Label all my child's uniform. 	<ul style="list-style-type: none"> Wear my school uniform smartly. Not wear jewellery to school Bring the right equipment to school 	<ul style="list-style-type: none"> Insist that school uniform is worn appropriately at all times. Inform children what is required for their lessons.
ATTENDANCE AND PUNCTUALITY	<ul style="list-style-type: none"> Make sure that our child arrives on time each day unless unwell or there are exceptional circumstances. Inform the school promptly of reasons for absence. 	<ul style="list-style-type: none"> Arrive at school on time each day. Never leave the school without permission during the school day. 	<ul style="list-style-type: none"> Encourage good attendance and punctuality and report on absence and punctuality appropriately.
CLASS AND HOMEWORK	<ul style="list-style-type: none"> Take an interest in our child's work. Encourage our child to do their best. Make sure that homework is completed to a good standard and on time. 	<ul style="list-style-type: none"> Listen to my teacher and respond appropriately. 'Be the best I can be' and produce work I am proud of. Allow other children to do their best. 	<ul style="list-style-type: none"> Provide excellent learning opportunities and a broad and challenging curriculum to all pupils. Maintain high standards and expectations which will allow all pupils to progress. Recognise and reward effort and achievement. Set regular homework
BEHAVIOUR AND RESPONSIBILITY	<ul style="list-style-type: none"> Encourage our child to behave well at all times and to follow the SCHOOL RULES. 	<ul style="list-style-type: none"> Follow the SCHOOL RULES at all times. Be safe, kind and gentle. 	<ul style="list-style-type: none"> Make children aware of THE SCHOOL and CLASS RULES. Encourage and reward good behaviour
CARE AND SUPPORT	<ul style="list-style-type: none"> Let the school know if there are any circumstances likely to affect our child's learning. 	<ul style="list-style-type: none"> Be supportive towards others if they have any concerns or worries. Let an adult know if I have any worries. 	<ul style="list-style-type: none"> Listen and respond appropriately to any concerns Work with families and outside agencies to provide the best outcomes for children.
SCHOOL PARTNERSHIP	<ul style="list-style-type: none"> Attend Parents/carers' Evenings. Read letters, emails and PINGS from school and respond if necessary. Work in partnership with the school and support the staff for the benefit of our child. 	<ul style="list-style-type: none"> Take letters home and make sure parents/carers see them. 	<ul style="list-style-type: none"> Hold regular meetings for parents/carers. Report on the children's progress and inform parents/carers on ways in which they can help their children. Inform parents/carers of concerns when necessary
EQUALITY AND RESPECT FOR OTHERS	<ul style="list-style-type: none"> Support the school by encouraging my child to hold a positive attitude towards our diverse, multicultural and Christian community. 	<ul style="list-style-type: none"> Make friends without excluding others. Report any racism, discrimination or bullying if it occurs. 	<ul style="list-style-type: none"> Ensure that low expectations, prejudice, intolerance and racism have no place in our school.
BEING SMART ONLINE	<ul style="list-style-type: none"> Support the schools approach to online safety and ensure that my online activity will not cause distress to the school community or bring the school name into disrepute. 	<ul style="list-style-type: none"> I will follow school rules to keep me safe online. 	<ul style="list-style-type: none"> Teach and embed the importance of eSafety in all ICT lessons and whenever the occasion arises.

Signed: Parent / Carer Pupil