

Tanfield Lea Community Primary School

Behaviour Policy



Opening Doors, Enriching Lives

Head Teacher – Kay Hemmings

Chair of Governors – Carole Dillon

Date: September 2019

Date for Review: September 2020

<i>INDEX</i>	<i>Page Number</i>
Introduction	3
Class rules	3
Rules for outside	3
General consequences (Stage 1)	4
General consequences (Stage 2)	5
General consequences (Stage 3)	5
General consequences (Stage 4)	5
Lunchtime and playtime behaviour management	6

BEHAVIOUR POLICY

Introduction

At **Tanfield Lea Community Primary School** we believe that each individual within the school is important and his/her welfare is important to us all. We stress the need to care for one another at all times. We do not have set rules; we simply stress to children that we do nothing to hurt one another. We define hurting as anything which causes pain, damage or personal upset.

Following the Unicef guidance we take the view of everyone has rights and responsibilities. The children have a right to have certain expectations when in school – they also have the responsibility to ensure that they behave in an appropriate manner. At the start of the year children will discuss a code of conduct for their classroom and other areas of the school considering their right and their responsibilities. These will then be displayed in school as a reminder to all.

In addition to this the school has incorporated the ethos of Growth Mindset into our behaviour plan. As a staff team we are committed to promoting the Growth Mindset concept to all of the children in our care.

Growth Mindset allows our pupils the opportunity to:

Embrace changes

Persist despite obstacles

See effort as a path to mastery

Learn from criticism

Be inspired by the success of others.

Our school believes that Growth Mindset will have a considerable impact upon the positive management of challenging behaviours.

We have a few simple rules to ensure the safety of all children and that we can provide a positive learning environment for all.

Class Rules

- Always listen when spoken to and follow instructions
- Keep hands, feet and other objects to yourself
- Walking Well-
 - Everyone walks at all times
 - Everyone always walks on the left-hand side
 - When moving as a class around school you must walk in single file with no gaps
 - When moving around the corridor as individuals (children and adults) you can walk in pairs (no more than that) but when someone is coming the other way then you move immediately to single file.
 - Always hold the door open for someone who is following you.
- Always try to do your best
- Take care of equipment and belongings and always put them back in their proper place

Rules for outside

- Always listen and do as you are asked by adults in our school
- Keep hands and feet to yourself – no fighting!
- Be kind to others and have fun safely
- Always tell the truth
- Stop when the whistle is blown or the bell is rung and walk quietly into school on the second signal

We have a reward system which stresses the positive side of behaviour management.

Any child who behaves well or works to their potential will receive rewards. These come in the form of smile and verbal praise, Success Cards, team points and stickers on work at Key Stage 1 and 2.

In Key Stage 2 children who lose no Privilege Time during a half term will be invited to attend a Hot Chocolate Friday session with the Head Teacher.

Children also have weekly Privilege Time. This takes place every Friday afternoon.

Within the Early Years the children will be praised through positive relationships, Stay and Play sessions, Star Boards, stickers in the children's organisers (Success Cards) and Star of the Week.

During the week if children do not behave or work in a positive way then there are consequences. These consequences range from a warning to losing 5/10 minutes Privilege Time or experiencing 'time away'. If a child loses privilege time they may have the opportunity to earn it back if they can suggest an appropriate way and will do it in their own time.

By the end of the week, the time lost from Privilege Time has to be spent writing about how they are expected to behave at school.

The Behaviour Support Lead will also target children who persistently lose Privilege Time, meeting and planning a course of action to improve upon behaviour.

In the Early Years children will receive a consequence as a result of persistent poor behaviour or high level negative behaviour. Consequences are given in the following order 1) child given 2 minutes time away onto the 'Sad Spot' 2) a quiet word with parent/carers 3) a visit to speak with the Behaviour Lead/Head Teacher.

We have organised our consequences into four stages. These consequences are slightly different accordingly to Key Stage. Generally children will stay on Stage 1, as described above. However, there are times when children need greater support with regard to their behaviour and times when, if inappropriate behaviour is serious enough, the child will be referred directly to the Head Teacher who will contact parents if she feels this is necessary.

The following is a summary of our Stage Procedures.

General Consequences in Class (Stage 1)

Consequences are based on warnings – the children have up to 5. This gives them the opportunity to choose to change their inappropriate behaviour.

KS1

- ◆ 1st warning - Spoken warning and a reinforcement of the direction
- ◆ 2nd warning - Time away from group, until calm enough to return
- ◆ 3rd warning – Loss of Privilege Time
- ◆ 4th warning - Time away in another classroom or with behaviour lead
- ◆ 5th warning - Sent to speak to the Head Teacher

KS2

- ◆ 1st warning - Spoken warning and a reinforcement of the direction
- ◆ 2nd warning - Time away from group, until calm enough to return
- ◆ 3rd warning - Loss of privilege time.

- ◆ 4th warning - 'Time away' procedure used. Child goes to another class/behaviour lead for an appropriate length of time.
- ◆ After 5 Warnings - Child sent to speak to the Head Teacher.

Children may also lose playtimes if work is not completed or if they are stopping the rest of the children in class from learning.

Stage 2.

- ◆ A behaviour-monitoring sheet is set up in discussion between pupil, parents and the class teacher. This is used for two weeks to monitor behaviour difficulties.

A meeting will be held between teacher and parents at the end of the 2 weeks to review this.

If this proves successful over the two weeks then they go back to being on the basic procedures. If after two weeks there has been no change to the pupil's behaviour then they move on to Stage 3.

Stage 3.

- ◆ A meeting is arranged between parents, teacher, behaviour lead (if appropriate) and pupil to discuss the problems. The teacher can draw upon evidence from the behaviour file – time away records, loss of privilege time sheets and behaviour monitoring sheet. A record of this meeting is made in the behaviour file. During this meeting a plan of action to support the child should be drawn up. This should take place over two weeks and at the end of the two weeks a further meeting should be held to discuss progress.
- ◆ As part of this discussion a Behaviour Support Plan is drawn up.

If the action was successful normal procedures will apply with behaviour continuing to be monitored.

If the action was not successful but other ways ahead are identified then these can be planned for. If there is no clear way ahead and the behaviour is deteriorating rapidly and affecting the learning environment in the classroom then the pupil must move to Stage 4.

Stage 4.

- ◆ Teacher has meeting with head teacher and behaviour lead to discuss difficulties with pupil and the action taken so far is discussed.
- ◆ A meeting is held between head teacher, class teacher, behaviour lead, pupil and parents. Child is put onto a Pupil Passport, led by behaviour lead and class teacher to communicate their daily progress. A further meeting is arranged to review progress.

If the action has been successful normal procedures will apply with behaviour continuing to be monitored.

If the action is unsuccessful but alternative ways ahead are identified (possibly involving outside agencies) then these are planned for in the usual way and a meeting is held to review progress. A Behaviour Support Plan involving outside agencies will be drawn up at this point.

If the action is unsuccessful and the school feels that there is no more that the school can do then the situation will be discussed with parents and alternative provision will be considered.

The school will not accept inappropriate behaviour towards any child.

Bullying incidents are dealt with swiftly.

If a child exhibits behaviour which is seen by staff as being dangerous to either themselves or others, or behaviour which is making it difficult for the school to function in the normal way, there may be occasions to positively handle the child.

A selected number of staff have been trained in the Team-Teach method of positive handling during the academic year 2017-18.

The school reserves the right to exclude any child for inappropriate behaviour at any time for example swearing directly and vehemently at adults or displaying physical aggression.

Lunchtime and Playtime Behaviour Management

The majority of children enjoy spending time together chatting and playing in the yard at lunchtime. There is a variety of playground equipment in the yard for children to use. Some children may have to be closely monitored, and if so, will wear a Hi-Vis jacket to enable this. However, there are times when children behave inappropriately at lunchtime. When this happens the following procedures will be used:

Consequences at Lunchtime

- 1st Warning – Verbal – reminding them as to what they should be doing
- 2nd Warning – yellow card – time away at the wall
- 3rd Warning or serious incident – red card. Withdrawn from next lunchtime.

For OPAL, warnings will be issued. If you have 3 warnings (over any half term), the child will not be allowed to participate in OPAL for 1 week. If appropriate, the child will wear a Hi-Vis jacket.

Example of what to say to children and how to discuss red cards are attached as an appendix.

If any child has a minor accident that needs no further action or monitoring then no other action is taken. If a child has had a bump on the head or has had some other accident that needs some medical advice/minor care then a green incident form is completed and the child will bring this home explaining the accident and injury.

If any child has had a bump on the head a sticker is given to them so that all who are working with the child know to keep an eye on them for any change in behaviour.