



# Turves Green Primary School

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## Behaviour Policy

**February 2010**  
**To be reviewed 2012**



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## Behaviour Policy

### **Aims and ethos of the Behaviour Policy**

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- To declare a code of conduct for behaviour at Turves Green Primary School
- To define who is involved in maintaining standards of behaviour and what is expected of them
- To recommend actions for the achievement and maintenance of good behaviour

It is essential that this policy forms a whole school approach and that it is consistently applied. At the heart of this lies the *self-esteem* of all those who are part of the school. As such, the following considerations must be taken into account at all times:

- All members of Turves Green Primary School - children, staff, parents, governors, and visitors are treated with respect and consideration.
- The opportunities and conditions for bullying to occur are minimised.
- The curriculum taught in school is appropriate and matched to individual needs, and is supported by high expectations.
- Pupils are encouraged to be involved in promoting positive attitudes.
- All staff must have the same high expectations of conduct for the whole school day, including the lunchtime session.
- Consideration for the safety of individuals, school and personal property, the school premises and environment is very important.
- The school must recognise positive pupil achievement in all areas and at all levels of school life and there are clear procedures to acknowledge and reward these achievements.
- Undesired or unsociable behaviours must always be separated from the child. It is not the child who is 'naughty', it is the behaviour they are exhibiting that is unwanted.
- There is a set of school behavioural procedures, accessible and clearly understood by all, reinforced by sanctions that will operate if these rules are breached.
- Parents are actively involved in promoting positive attitudes and behaviour and in supporting and evaluating progress if problems occur.
- Staff, in accordance with the School Teachers' Conditions of Service, must accept pastoral responsibility for pupils and model appropriate behaviour.
- Additional pastoral responsibilities are linked to the management structure and are understood by all staff.
- Staff accept training and support from within and outside the school and understand the role of support agencies such as the Psychological Service, Behaviour Support Service, Framework for Intervention, Social Services and others and co-operate fully with them when required.

- Clear lines of contact and communication for pupils, staff, parents and governors are set out
- There are evaluation and review procedures to monitor behaviour and conduct within the school.
- The organisation and ethos of the school supports the principles of the management of pupil behaviour as set out in this policy.
- A regular report to Governors must be made outlining behaviour and exclusions.
- An annual report to parents must be made regarding exclusions.

## **Roles and Responsibilities**

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It is the responsibility of all adults in school to ensure the good behaviour of all pupils, not just those in their own class or group. They must follow the guidelines consistently and at all times, whether the children are in the classroom, the playground, or moving around the school. Similarly, all adults in school must deal with any behaviour difficulties in the same way and must be treated with the same respect by pupils.

Behaviour problems must be referred to the **class teacher** who deals with the pupil initially – if a problem can be dealt with straight away, it is far more effective and less likely to be repeated. The severity of the behaviour should be assessed and dealt with appropriately.

If the behaviour problems continue, the class teacher should then consult and work with the **Key Stage Co-ordinator**, in accordance with the sanctions and punishments flow chart. The child may then be placed on the Behaviour Register as a *concern*.

The **Behaviour Co-ordinator** or **Key Stage Co-ordinator** may then meet with the class teacher to complete an *environment checklist* and identify areas in the classroom which may be causing the undesired behaviours.

Persistent or severe behaviour problems should be referred to the **Deputy Head Teacher** or **Behaviour Co-ordinator**. The pupil will then be spoken to and dealt with using appropriate actions. If the behaviour continues, then the child may be moved to Stage Two of the register. The BeCo will then produce an *Individual Behaviour Plan* in consultation with the classteacher and targets will be formed. The **Behaviour Integration Assistant** will work with identified children on their Individual Behaviour Plans. The BeCo will then meet with the parents on a regular basis to review progress. Other agencies, such as the **Behaviour Support Service** or the **Psychology Service** may be invited to become involved to provide support for the pupil, the classteacher or the parents.

If the behaviour is continued, or particularly severe, the **Headteacher** will be informed and a meeting held with all parties to discuss the pupil's future at the school. Further incidences may lead to a fixed term or permanent exclusion.

The **BeCo** will inform and keep up to date the SENCo and the Headteacher about pertinent matters and provide copies of relevant documentation.

## **Outline of Rules and Expectations**

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At Turves Green Primary School:

- We want children to feel safe  
NO person will be allowed to fight, hit or harm others
- We want children to feel safe, happy and cared for  
NO person will be allowed to bully others
- We want children to feel proud of who they are  
NO person will be allowed to harm or call others names because of gender, ethnic origin, religion, belief or any disability they may have
- We want all children to feel secure and valued  
NO person will be allowed to ignore the needs of others, irrespective of their age
- We want children to respect and care for their school environment at all times  
NO person will be allowed to drop litter, deface walls or furniture or make the school environment unpleasant
- We want children to be polite and kind to all adults and children  
NO person will be allowed to swear or use offensive language towards others
- We want people to move around school calmly and safely  
NO person should run down corridors, across classrooms or on stairs
- We want everyone to respect school and personal property  
NO person should steal or damage other people's property or belongings
- We want children to learn without disruption from others  
Children should listen to, and follow, instructions given by all adults at all times, straight away

## **Outline of Rewards**

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The following are general incentives:

- Stars, stickers, well done, super behaviour certificates and Headteacher's Awards
- **Tokens** are awarded for excellent behaviour or work
- Displays of work and written comments of praise
- Weekly **Well Done assemblies** to congratulate children for good work and behaviour. Classes with the highest number of tokens for the week will receive **Good Behaviour Time**
- At the end of each term classes with the highest number of tokens will receive a 'good behaviour' day linked to healthy lifestyles.
- Super behaviour certificates are sent home to parents
- Duties and responsibilities are given to children as an indication of the trust we place in them.

- Use of a Home-School Message Book to inform parents of achievements
- Half-termly parents' newsletters to share children's achievements with the school community.
- Playtime behaviour cards will be given out. Green cards to reward positive behaviour and red cards for breaking school rules. The green cards are then totalled at the end of the week. The class with the most cards gain a positive playtime certificate in our Well Done assembly.
- Lunchtime supervisors use green stickers which can be swapped by the child for a token within the classroom.

## **Behaviour in practice**

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It is important to focus on the behaviour as unacceptable, rather than the pupil who is responsible. When dealing with incidents, staff must differentiate between the behaviour and the pupil and as such a child must never be called 'naughty'.

Problem behaviours should be dealt with following the Sanctions and Punishments chart on display in each room, using an appropriate action which is relevant to the severity of the incident. One sanction or punishment should be enough – extended punishments such as a weeks missed playtimes can often lose their value.

If a behaviour is consistent:

- Recognise that this is not a personal failure and that persistent behaviour problems are a whole school problem. Always seek the support and advice of other members of staff, in particular the Key Stage Co-ordinators, the Behaviour Co-ordinator or the Behaviour Integration Assistant
- Consult records
- Talk to previous teachers
- Ask to see parents with the Key Stage Co-ordinator, Deputy Head or BeCo if necessary, making a written record of all meetings
- Keep a detailed written record of all incidents and actions
- Keep a note of strategies undertaken with notes and observation
- Be consistent with strategies and give them time.
- Recognise that help will be needed
- Be aware of other support and request and use it.

Ultimately, and in the case of a total breakdown of discipline, the school can operate the procedures leading to exclusion according to DfES and LEA guidelines.

## **Outline of Sanctions and Consequences of undesired behaviour**

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The purpose of a sanction is to express disapproval of what has taken place, and should act as a deterrent, warning children in general of behaviour that is unacceptable to the teacher or school.

It is important that sanctions are applied consistently by all staff and that the correct child or group of children is targeted.

	<b>Incident</b>	<b>Action</b>
<b>Very serious incidents</b>	<ul style="list-style-type: none"> <li>▪ Attacks on staff or pupils, verbal or physical</li> <li>▪ Stealing</li> <li>▪ Anything dangerous</li> <li>▪ Total loss of control</li> <li>▪ Damaging property</li> <li>▪ Persistent bullying</li> <li>▪ Persistent racial abuse</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reprimand or warning</li> <li>▪ Behaviour noted in behaviour book</li> <li>▪ Time out with KS Co-ordinator or Deputy Head</li> <li>▪ Deputy or Head informed of all the facts</li> <li>▪ Child placed on Behaviour Register</li> <li>▪ Deputy or Head meets with parents to discuss joint action</li> <li>▪ Involvement with other agencies</li> <li>▪ Exclusion</li> <li>▪ Behaviour Management Plan drawn up</li> </ul>
<b>Serious incidents</b>	<ul style="list-style-type: none"> <li>▪ Involved in playground fights</li> <li>▪ Deliberate rudeness to staff</li> <li>▪ Being disruptive</li> <li>▪ Persistent name calling</li> <li>▪ Persistent swearing</li> <li>▪ Racial abuse</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reprimand or warning</li> <li>▪ Behaviour noted in the Behaviour Book</li> <li>▪ Playtime detention for playtime incidents</li> <li>▪ Time out with another teacher</li> <li>▪ Loss of privileges</li> <li>▪ Letter sent home to parents or carers</li> <li>▪ Put on report</li> <li>▪ KS Co-ordinator and Deputy informed</li> </ul>
<b>Incidents of Concern</b>	<ul style="list-style-type: none"> <li>▪ Less serious rudeness</li> <li>▪ Lack of co-operation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reprimand or warning</li> <li>▪ Behaviour noted in the behaviour book</li> <li>▪ Segregation within the class</li> <li>▪ Loss of a privilege</li> </ul>

### **Recording of behaviour incidents**

Keeping a record of significant misconduct is important as the detail, frequency and severity of a behaviour problem provides evidence for parental discussion and, if necessary, possible referrals to outside agencies. Each class has a **Behaviour Book** outside the classroom containing details of all incidents involving the children in that room. The book must be completed by **classteachers, teaching assistants** and **lunchtime supervisors**.

## **Working with parents**

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Parents may be involved at different levels when dealing with behavioural difficulties. Staff should make parents aware of any difficulties informally or during more formal consultation meetings. As a parent, no end of year report making mention of behaviour should ever come as a surprise. If the need arises, parents may also be contacted in person or by telephone on the same day if a serious incident of misconduct occurs.

The Behaviour Co-ordinator or Deputy Head will involve parents with children who are at Stage Two of the Behaviour Register, inviting them to attend meetings and contribute to reviews.

In cases of serious misconduct, the Headteacher may ask to meet with parents to discuss the future of a child at Turves Green Primary School, following Exclusions guidelines.

## **Working with outside agencies**

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A range of outside agencies may become involved in the case of children with more severe behaviour or medical problems. These include:

- Behaviour Support Service
- The Inclusion Unit based at Turves Green Boys School for children in Years 5 and 6
- Psychology Service
- Pupil and School Support
- Social Services

Information shared with these agencies is subject to Data Protection Principles and all referrals must be with the approval of parents.

## **Framework for Intervention**

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At Turves Green Primary School, we use the **Framework for Intervention** levels and practices to support pupils in managing their behaviour and support adults in working with the pupils. The Framework uses a three-tier level.

**Level One** follows an expression of concern and is characterised by an ‘audit’ approach to the behavioural environment, seeking areas for improvement and adopting a plan of action. At this level the **classteacher**, with guidance from appropriate colleagues:

- Checks the level of the behaviour causing concern
- Uses a checklist to audit the class and school environment
- Ensures the BeCo is informed
- Makes a plan to change the environment (Behavioural Environment Plan – BEP)
- Implements the plan
- Responds to individual problem behaviours by continuing to follow regular school disciplinary approaches
- Monitors progress on the plan’s objectives
- Monitors the behaviour causing concern
- Reviews progress.

**Level Two** continues the BEP alongside the use of an Individual Behaviour Plan, IBP, which is written by the classteacher and BeCo. Parents are involved at this stage, targets are set with the child and regularly monitored and reviewed.

**Level Three** places a greater emphasis on the IBP with the involvement of other agencies. The BeCo takes the leading role and co-ordinates the approach.

## **Monitoring and Evaluation**

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The appropriateness, efficiency, effectiveness and fairness of this policy and procedures contained within it will be reviewed annually with staff consultation, and changes made as appropriate.

## **Relationship with other policies**

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Also refer to:  
Anti-Bullying Policy  
Equal Opportunities Policy

Special Educational Needs Policy  
School Code of Conduct for Employees and Visitors  
Health Education Policy  
Medicines Policy  
Data Protection Policy  
Educational Visits Policy

# Behaviour Chart

We hope that all the adults will be proud of your behaviour in school. However, if you do not follow our school rules, this is what will

You will receive a reprimand or warning

You may have to work by yourself in class

You may lose your privileges

You may be kept in at playtime

Your name will go in the Behaviour Book

If you continue not following the school rules:

You may be sent to work with another teacher

## **School Code**

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Children attending Turves Green Primary School should always:

- Arrive at school on time and attend regularly
- Present themselves smartly and in school uniform
- Be obedient, work hard, listen carefully and do their best at all times
- Be well behaved and show good manners
- Show respect to all adults and children at all times
- Be polite and courteous to all adults and children
- Respect the school and personal property
- Be kind and helpful towards others

## **Classroom rules**

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### **Key Stage One**

- We are kind and polite to everyone
- We Listen carefully
- We use our classroom voices
- We walk sensibly indoors
- We always try to do the right thing
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### **Key Stage Two**

- We stop and listen to the person who is talking, sit still and do good thinking!
- We are always polite to everyone and use good manners.
- We always try to do our hardest work.
- We take good care of everyone and everything.
- We move around school quietly and sensibly.
- We all follow all of the rules all of the time.

## Procedures – General Points

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- Staff must supervise their classes going out into the playground at playtime and collect them promptly from the playground at the end. All break times must be strictly observed.
- Children must not be allowed to use classrooms unsupervised during break times. In such incidences, their safety cannot be guaranteed and hence to allow such an activity to take place would be considered as an infringement of school rules.
- Extra care and thought for other children must be given when hanging up, or collecting coats and bags from the cloakrooms. Supervision may be necessary although this could be shared with a neighbouring teacher.
- Children must know what to do during registration, activities such as learning and checking tables or spellings, dictionary work, reading are valuable so that this time is used constructively.
- Basic equipment must be placed around the classroom so that movement and disruption is kept to a minimum.
- Reduce queues at the teacher's desk.
- Children must know storage arrangements for equipment and monitors may be appointed for maintaining and tidying supplies.
- Children must not have access to stock cupboards unless accompanied by a member of staff.
- Children must know approved ways of attracting attention; names of all staff must be used and politeness insisted on.
- Use discretion when allowing children to use the toilets during lesson time. Encourage them to go at playtime. Hands must be washed before mealtimes.
- On wet days, doors will be opened at 8.40 am and children must be supervised from that time.
- Ensure that all materials and equipments are put away at the end of the day – monitors are a good way of encouraging pupils to take an active part in the smooth running of the class.
- Children must be supervised on staircases at all times. Lead classes from the front.
- There are areas of the school where children must not go without supervision – the car park, back of the stage, the wildlife area etc.
- Children must not be sent out of the school premises for any reason.
- The same principles and procedures also apply during **Educational Visits**.

## Promoting Good Behaviour

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Good management, careful planning and clear whole-school procedures provide a framework for promoting good behaviour but there does need to be some flexibility to cope with the unpredictable and the unforeseen situation. There can never be a formula response, and staff should use their own judgement when dealing with a situation.

Using praise effectively can have a powerful effect on a child's motivation to work better and behave well

- **Use praise generously** with young pupils, but be inclined to be more discriminating with older Key Stage Two so that praise has a meaning and value.
- **Catch the child being good** and so deliberately look for good behaviour.
- **Give praise early.** Show approval early in the lesson so that the tone is set and then kept to, and so that typically well-behaved children are acknowledged.
- **Avoid actions that could spoil the effects of praise.** Sometimes it may be beneficial not to give a reprimand to a child, but to give praise to a child nearby who is working well.
- **Ensure that praise informs** by describing the behaviour you are praising. Non-verbal prompts may also be used to great effect.
- **Praise for effort and social acts as well as academic achievement**
- **Use praise to communicate the message** "I know you can do it!"
- **Relay** favourable remarks from other classes or adults.
- **Be genuine.**
- **Some praise may be in private** for a child who has reported a bully, or for a child who may become embarrassed.

#### Some strategies

- Listen to the child
- Use non-verbal communication
- Target the right child or group of children
- **DO NOT shout unless it is absolutely necessary and do not use sarcasm**
- Take **Time Out** with another teacher, sending a note to explain what has happened
- **Be pleasant, show a caring attitude, retain a positive and enthusiastic approach even on a wet Friday afternoon!**

#### Early Intervention Strategies

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- Consider giving the children an order to line up in that has been pre-determined by use to reduce disruption
- Jumpers could be left in drawers or lockers or on pegs on a hot day, rather than being tied round waists

- Make expectations clear to the children – share what you want with them and the parents and keep referring to them. When you see what you want, praise it!
- Be a role model for the manners and behaviours you want to see
- Encourage positive relationships between the children – try to make them use please and thank you between themselves, as well as to you
- Be proactive in what you want
- Make sure lessons are as well prepared and executed as possible
- Engage with the children on their level – talk to them and get to know them. Try to make eye contact with each child and speak to them by the time registration has finished
- Have an environment that is conducive to good behaviour and there is not room for undesired behaviour. Are the tables of the right number of children or are there too many? Refer to Behaviour Environment Checklist for other ideas
- Be tactile – encourage touch
- Praise, praise and praise – children love being praised. Pick out the one who is doing the right thing, rather than the one who isn't.
- Establish rules and routines early on and stick to them
- Encourage children to go to the toilet at breaktime or other agreed times
- Separate children that cannot get along before anything happens
- Stop, watch and look – walk backwards carefully if you need to. Remember little legs!
- Use role play and circle time to teach how to get on, good manners and so on
- Make sure children are always supervised
- Involve all staff in assemblies and other activities – show that all adults are equally important and valued. Make sure the children know who everyone is.
- Use a variety of teaching styles – VAK
- Discuss the effects of undesired behaviour with the children so they know what could happen
- Make sure children know what movement and noise is expected
- If you don't want children to run, should you keep asking them to hurry along a corridor?

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Behaviour Co-ordinator

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