

# TILERY PRIMARY SCHOOL



*Together Promoting Success*

## Behaviour Policy



Date:

Next review Date:

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# **Whole School Policy for Behaviour**

## **Aims:**

To ensure that the school functions as an orderly, safe and happy community that values both children and adults, where children can develop good behavioural, emotional and social skills and where behaviour positively contributes to teaching and learning so that children can achieve their full potential.

To give children clear boundaries and guidelines. The school prospectus will explain the standards of behaviour expected in school so that parents are also aware.

## **Behaviour we want to encourage**

Respect for themselves and for others

Honesty

Taking responsibility for their actions and making good choices

Empathy

Tolerance

Consideration for other people

Caring for themselves and for other people

Co-operation and teamwork

Taking care of their own and other people's property in the classroom, the school and in the community

Confidence

Ability to express their feelings appropriately

Supportive of each other

Courtesy and good manners

Good listening skills

Motivation to do their best

Taking action and making choices that will help them to be safe

Ability to solve some problems independently

## **Behaviour we want to discourage**

Verbal and physical aggression

Verbal and physical bullying

Selfishness

Stealing

Dishonesty

Swearing

Behaviour that disrupts learning

Calling out inappropriately

Spoiling his or her own work

Interfering with other children's work

Refusing to do what they are asked

Provoking other children

Walking out

Rudeness and bad manners  
Lack of regard for property  
Lack of consideration for others  
Blaming others  
Damaging property

### **How we will encourage good behaviour**

#### **To encourage good behaviour school staff will:**

Be good role models and show the children by example the behaviour we want to encourage;  
Plan lessons to meet the needs of all pupils in the class, establish good classroom routines and follow school policies to ensure teaching and learning is engaging and of a high standard;  
Be clear about expectations;  
Praise children and show them, by smiling and other suitable gestures, when we are pleased with them;  
Use proximity praise i.e. praise children who are behaving well to encourage those close by who are not following the rules;  
Remind children of the school rules when they are not following them;  
Follow the school's behaviour policy regarding rewards and sanctions to ensure consistency and continuity;  
Respond to unacceptable behaviour in a calm way and show that we dislike the behaviour not the child;  
Give children some 'take-up' time to make the right choice;  
Reward children with stickers, certificates and gifts for consistently good behaviour;  
Celebrate an improvement in behaviour by sharing the success with another member of staff with the child present;  
Involve parents and carers by sending home certificates and stickers to celebrate good behaviour;  
Teach good behaviour through assemblies and PSHE&C lessons.

### **The Teaching and Learning of Behaviour**

#### **Foundation Stage 1 and 2**

Good practice in accordance with the EYFS is implemented in both FS1 and FS2.  
FS1 All staff wear neck key fobs with 5 pictures that each represent an emotion. These are used as quick visual prompts for children mainly on a one to one basis. They support the understanding of happy, sad, worried, tired and cross.  
FS2 Children place their photo on a board each morning choosing if they are happy or sad. Any issues are discussed with the child.

#### **KS1 and KS2**

Personal, Social, Health education and Citizenship is part of the Tilery Curriculum and must be included in each class timetable. Teachers use a range of resources and activities to deliver this aspect of the curriculum.

Social Emotional Aspects of Learning (SEAL) is a resource that can be used to help children develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. The materials are organised into seven themes: New Beginnings, Getting on and falling out, Say no to bullying, Going for goals, Good to be me, Relationships and Changes.

Circle time is also used in classes either as part of the SEAL lesson or separately. When an atmosphere of mutual trust and respect has been established, staff can use Circle time for discussion and debate of sensitive issues such as bullying. Circle time can be effective in changing behaviour as it uses group loyalty, that sense of wanting to belong, to encourage good behaviour.

## **Developing Teamwork**

We value the skills that teamwork develops for individual children, for groups and for classes. Therefore, every year group starts the school year with a focus on teambuilding, including specific activities in school and off-site e.g. watersports, outdoor activities, problem solving etc. suitable for the age of the children. Throughout the year classes continue to encourage teambuilding and social skills as part of everyday practice.

### **KS1 Treasure Stones:**

Treasure stones are a group reward and encourage teamwork. They are given for behaviour that demonstrates tolerance, empathy, kindness and support for each other. Treasure stones awarded to individual children are put into a pot towards a group reward. The class is divided into teams and each team has a different pot to collect their treasure stones in. Each class has their own way of naming teams e.g. animals and teachers identify appropriate rewards for their class teams.

## **School Rules**

### **Foundation Stage**

#### **FS1**

Kind hands  
Kind feet  
Listening ears  
Eyes looking  
Calm voices  
Sitting still

#### **FS2**

Kind hands  
Kind feet  
Listening ears  
Eyes looking  
Calm voices  
Fidget free

### **Key Stage 1 and 2**

A set of 'cool school rules' were written in collaboration with the pupils and will be reviewed annually with the support of the school council. To keep them memorable and underline their importance staff will refer to these frequently.

Also, at the start of each school year each class will agree their own classroom rules.

## **Rewards**

### **Good behaviour stickers:**

Good behaviour stickers are used from FS2 onwards. These stickers are awarded by any member of staff for: -

- Children showing the behaviour we want to encourage
- Acting as good role model to other pupils.
- Good attendance, commitment and behaviour during extra-curricular activities, visits and events.
- Good attendance, commitment and behaviour during sports clubs or games.

Children put their stickers on a chart or in a file in their own teaching area. When a child has collected 50 stickers they receive a certificate in assembly. When they have collected 100 they receive a certificate in assembly and choose a prize from the 'Treasure Chest'. This continues with certificates for every multiple of 50 i.e. 150, 250, etc. and prizes for every 100 i.e. 200, 300 etc.

### **Specific to Foundation Stage 1**

Verbal Praise given

Large stickers as an instant reward

For exceptional positive behaviour noticed during each am or pm session a

Terrific Tiger Certificate is handed out to one child to take home (each child will receive one approximately each half term).

Stickers and awards are drawn to the attention of parents.

### **Specific to Foundation Stage 2**

Verbal praise given.

Children collect stickers in line with the rest of school. When a child reaches 50 stickers they receive a certificate as an incentive to work towards the next 50 to reach the 100 milestone when they receive a certificate in assembly and choose a prize from the 'Treasure Chest'.

One child per week is rewarded as Star of the Week. They have their photo displayed and have the privilege of sitting on the special Star of the Week seat.

Stickers and awards are drawn to the attention of parents.

### **Specific to Key Stage 1 and Key Stage 2**

#### **Merits:**

These are awarded for: - good work, effort, improvement and remembering equipment and homework.

#### **In Key Stage 1 the guidelines are:-**

For learning to read/spell words of the week – 1-5 merits

Reading at home - 2 merits per evening

For completing homework –2 merits

**In Key Stage 2 the guidelines are:-**

5 per week for reading at home every evening.

For good work, including homework – up to 3 maximum depending on standard/how many correct etc.

Spelling/tables tests up to 3 merits

Player of the day during a P.E. lesson or extra-curricular activity – up to 3 merits (the same way you would reward good work in class).

Merits are recorded by staff onto pupils' individual merit sheets and children are rewarded in assembly accordingly.

100 merits achieved – a certificate of merit to be presented in whole school assembly.

200 merits achieved – a certificate, pencil, ruler, and bookmark

300 merits achieved – a certificate, £3.00 gift token

400 merits achieved – a certificate, £4.00 gift token.

500 merits achieved – a certificate, £5.00 gift token.

600 merits achieved – a certificate, £6.00 gift token.

**Other Rewards:**

Some classes/staff also have their own additional rewards; these may be used throughout the year or for a short time to encourage a particular behaviour e.g.: - Listening box—small gifts are kept in a special box; each week the best listener can have a 'lucky dip' into the box.

Special person – each day a child is nominated/chosen; she/he wears a badge and is given 'jobs', is first in line etc. (how the child is chosen varies)

**How we will discourage unacceptable behaviour**

We should remember that it is not unusual for a number of children to test the boundaries of acceptable behaviour. Our success is measured not by the problems, but by the way we deal with them.

Our policy is intended to provide a structured process for dealing with unacceptable behaviour. Children are expected to take responsibility; if they choose to behave inappropriately they must accept the consequences of that behaviour. They should know what is meant by unacceptable behaviour and the list of consequences.

**Consequences:**

Before any warnings are recorded, it is expected that there will have been interaction between teacher and child (a quiet word, a look, a gesture etc.) to redirect or prevent the behaviour continuing.

**Foundation Stage 1 and 2**

A visual sun, cloud and rain cloud is displayed in each classroom. Children's photos (FS1) or names (FS2) are displayed on the sun.

If a child makes the wrong behavioural choice their photo is moved to the cloud and the child has to have 'time out' for 3 minutes.

If the child then repeats the wrong behavioural choice or makes a different wrong behavioural choice their photo is moved from the cloud onto the rain cloud. The child then has to have 'time out' for 5 minutes.

In FS1 parents are informed as they collect their child.

At the end of a session/day the child's photo/name returns to the sun.

If inappropriate behaviours continue a discussion is held with the parents of the child and if necessary support is requested from the SENCO or Pastoral Team. A more detailed record of behaviours is then recorded and a decision is made if the child should be put on the school's SEN register.

## **Key Stage 1**

Each class has three large faces on display with suitable expressions; green for good behaviour, amber for thinking time and red for time out. Time out takes place in a designated area in the classroom (with a sand timer). All children's names start on green and are moved to amber or red if they misbehave throughout the day.

If a child is on red but their behaviour continues to be a serious concern or disruptive to the class they will be isolated from the other children.

This means working on their own supervised by a member of staff.

In KS1 staff will usually inform parents about their child reaching time out or isolation when they collect their child from school.

## **Key Stage 2**

### **First verbal warning**

### **Second verbal warning**

**Time out** – 3 minutes. The child is instructed to go to a 3 minute time-out, to sit alone in an allotted space for a timed 3 minute period. A timer is used to monitor the time out period but no other attention is given to the child. They take no work or book; they simply spend the time reflecting.

**Time out** – 5 minutes. The same rules apply as for 3 minute time out.

**Isolation** – Isolation extends from the time administered until the beginning of the next lesson and takes place away from the child's usual classroom. The child's own teacher will provide work for them to take that they can do independently. All teachers should have an easily accessible bank of work that they can give to children before they go to isolation.

Children go to a designated teacher to work away from their own class. No attention of any kind is given by the host teacher after the initial reception until the end of isolation when they will direct them back to their teacher. Isolation continues until the beginning of the next lesson, which may mean children missing part of playtime or lunchtime depending when the isolation starts.

At playtime and lunchtime children should return to their own classroom and, if necessary, be supervised for the appropriate length of time then join their class in the playground or dining room as appropriate. In order to accommodate this arrangement a teaching assistant's break or lunchtime, with their agreement, may start and end later than usual. If it is impossible to arrange supervision in class a child may sit on the benches in the dining hall or outside the Assistant Headteachers' office; however, this should be a last resort in order to avoid a situation where a number of children who have been badly behaved are

grouped together. This can be counter productive and adversely affect the attitude children have for the afternoon session.

Work that is disrupted due to isolation should be completed, whenever possible, during isolation or as homework.

At the end of isolation, the children are instructed by the host teacher to return to their own class.

In KS2 when a child has been in isolation their parents will be informed. This may be in person, if a parent usually collects their child at the end of the day, by phone, by a message in a home /school contact book or by letter. Depending on the incident they may be asked come into school for a meeting with relevant staff. Team Leaders should be kept informed when children are isolated.

**Serious Concern** - Children who reach serious concern will be escorted to an appropriate place by a member of the leadership team for a period of seclusion from class. The child will be interviewed by the Headteacher, an Assistant Headteacher or a member of the leadership team and if necessary parents will be requested to contact the school to discuss re-integration into class, further internal exclusion or exclusion to another primary school. Tilery Primary School has a reciprocal agreement with Mill Lane Primary School to accommodate excluded pupils for the first day of an exclusion. This means that if a pupil is excluded from school they will be educated at the Mill Lane Site supervised by a member of staff from our school.

**Behaviour that would move a child to serious concern**

Physical violence such as fighting, biting, kicking, stone throwing

Abusive language or gestures

Leaving the school site without permission

Bullying, physical and verbal

Refusal to comply with time out or isolation

Children who persistently reach high levels of consequence are identified and this may prompt further investigation using behaviour analysis sheets to identify any pattern of when and how problems occur.

All consequences are recorded on a weekly monitoring sheet by a tick in the appropriate box. These sheets are kept as part of the system for assessing and monitoring behaviour and to identify children who may require additional support or an individual behaviour plan. They can also be used during parental consultations to let parents know about the level of warnings their child receives. Monitoring sheets may be collected for review at Leadership Team, Pastoral Support Group or individual pupil review meetings.

Some children with more serious behaviour, emotional or social difficulties (BESD) may need a different response than our usual system.

Staff will try to get to know what is making a child misbehave and consider intervention strategies that might avoid future disruption. They will discuss problems with other staff members, Team Leaders, Special Educational Needs Co-ordinator (SENCo), Pupil and family Support Workers, Assistant Headteacher/s or Headteacher to formulate strategies, and then, if necessary, refer on to outside agencies e.g. Educational Psychologist, Behaviour Improvement Team (BIT),

Community Paediatrician or Child and Adolescent Mental Health Unit (CAMHS) via the school nurse or Educational Psychologist.

Such children will usually be at School Action or School Action Plus on the Special Educational Needs Register. A pastoral support programme will be planned and implemented for such children in collaboration with parents and any other support services involved with the child.

### **Playtime consequences:**

At playtime formal warnings or time-outs can be given according to the severity of the incident. At the end of playtime, the duty teacher will report any warnings given to the class teacher who will mark it in the appropriate box on the monitoring sheet and, when necessary, follow through with time out etc. When behaviour at playtime is classed as a serious concern children are sent or taken to see the Team Leader, Assistant Headteacher/s or Headteacher.

### **Lunchtime behaviour**

Dinner supervisors are given stickers each lunchtime to give to children they see behaving well.

Mrs Turner the senior supervisor monitors behaviour during lunchtime. Any behaviour that causes serious concern results in the child being sent into the dining hall or to the office area, to sit quietly until the problem can be discussed. Some misbehaviour may warrant a child's name being taken out of the top table draw (see below) or going in later for lunch. Incidents of serious misbehaviour are also logged in the dinnertime book

The book is passed to Administrative staff straight after lunch who then records the names of children, a brief description of the behaviour and the number of times in the book on the School Information Management System (SIMS).

This appears on the front page of SIMS and the information is also logged automatically on individual pupil records. Mrs Turner also reports very serious incidents directly to classroom staff.

Classroom staff check the front page of SIMS as soon as possible after lunchtime, usually just before or after registration, and follow up any incidents involving children in their class. The following day classroom staff remind and encourage these pupils to behave properly at lunchtime.

Team leaders check SIMS and: -

- follow up any children in the book for the third time by talking with them and phoning or arranging for a letter to be sent to their parents.
- follow up any children in the book for the fourth time by informing parents and arranging for them to be supervised in school over lunchtime for 3 days i.e. eat lunch separately and stay in for the whole of the lunchtime.
- All further incidents will lead to a days exclusion from lunch the following day i.e. if the child's name is put in the red book they will stay in the following day.

If a child refuses to comply with seclusion from lunch in school their parents will be asked to arrange for them to have lunch at home for the duration of the ban.

Each week children who are not in the dinner book are put into a draw for a place on 'top table'. They may choose a friend and sit at the specially set table. The table is decorated with balloons, has juice instead of water and occasionally extra seasonal

treats are added e.g. crackers at Christmas, chocolate stars for Lantern Parade, mini eggs for Easter.

During wet lunchtimes the children the lunchtime staff supervise the children in their classrooms. Members of the leadership team will walk through the school two or three times to support the lunchtime staff and monitor the children's behaviour. On wet lunchtimes there are games and activities in classrooms for the children to do. Sometimes there may be specific competitions or activities provided by the lunchtime staff e.g. a drawing competition, wordsearch challenge etc. with some small prizes.

In the event of a serious incident or emergency at lunchtime the senior supervisor will inform the administration team who will immediately contact Mrs Johnson or, if she is unavailable, another member of the leadership team. However, depending on the child and the nature of the incident, it is recognised that it may be more effective to contact another member of staff in addition to, or instead of, a member of the leadership team. Some children have identified 1:1 support, mentors or key workers who have developed a relationship with the child and have the experience to know the most effective way to help them. The age and key stage of the child may also be a factor. We recognise that every situation will be different and therefore one response will not fit all. In all cases the health and safety of pupils and staff will be the priority. The administration team know where relevant staff are located at lunchtime and will know from the weekly leadership team diary meeting, attended by the senior administrator, of any changes in the usual routine.

### **Behaviour charts/report books**

Staff follow the procedures diligently but it is acknowledged that some pupils need a higher level of support. For these children it is usual for classroom staff to meet with the parents, SENCo and if appropriate a Pupil and Family Support Worker to discuss the situation and plan a way forward. The child will usually be present for part of this meeting depending on their age and the circumstances. Individual behaviour plans are also agreed with associated charts or behaviour contracts. It is desirable that children work with a member of staff to set their targets and make their own behaviour charts. Parents are requested to support and encourage their child and become actively involved in the monitoring of progress. Improvements in behaviour are always most successful when school and parents work together.

### **Pupil and Family Support Workers (PFSW)**

Mrs Christine Pratt and Mrs Gill Mellor are Pupil and Family Support Workers. They will usually be part of the support network for pupils experiencing emotional or behavioural problems. They meet regularly with the headteacher and the SENCo and work closely with families and outside agencies. They also mentor individual children and provide small group work to develop social emotional and behavioural skills. They will also provide support and advice for parents who have concerns about their child's behaviour or emotional well-being.

### **Outside agencies**

The school can request additional support from the Behaviour Improvement Team (BIT) and an Educational Psychologist (EP). The Special Educational Needs Coordinator (SENCO) may refer children for support, after discussion with parents, staff and Team Leaders, when school strategies haven't been able to meet the child's needs.

### **Updating the policy and procedures**

The procedures linked to the management of behaviour are under constant scrutiny and discussed frequently at team and school levels. The policy will be reviewed annually and any updating carried out as required. Staff, pupils, parents and governors will be consulted and informed of any changes.

This policy was reviewed in the Autumn and Spring term 2012/13 and completed 25th March 2013 after consultation with parents, staff and governors.

Signed ..... Coordinator Date .....

Signed ..... Chair of Governors Date .....