

Tavistock Primary and Nursery School



Behaviour Policy

DOCUMENT MANAGEMENT

Title: Behaviour

Version: 1

Date: September 2023

Review Date: Autumn 2024

Aims:

- To promote a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-regulation so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To establish good learning behaviours through the promotion of the school's Skills for Success
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety

Three Key Agreements:

Tavistock Primary has in place the following three rules to support the aims of this policy:

- **Ready** – Children to have the tools to ensure they are ready to learn throughout the school day
- **Respectful** – Every member of the school community to treat each other with respect
- **Safe** – All members of the school community to feel emotionally and physically safe when they are at school

This policy is based on the rights and responsibilities all members of the school community have:

Rights:

- **Of children** to learn, to be and feel safe, to be heard and be treated with respect.
- **Of staff** to work in a friendly, safe and supportive school, to be heard and be treated with respect.
- **Of parents and carers** to feel welcome and know that their children work, play and learn in a safe, open and supportive school and they are heard.

Responsibilities:

Children's Responsibilities

- To show kinds words, hands and feet
- To do their best and contribute to their own learning
- To treat other people fairly and with respect
- To listen to others and follow directions relating to our 3 rules

- To use the school's conflict resolution script to resolve disagreements with peers (see appendix 2 – Conflict Resolution Script)

Staff Responsibilities

- To treat all children fairly and with respect
- To establish consistent and clear routines so that expectations are clear (see appendix 3 – Establishing Good Routines)
- To encourage respect between pupils and proper respect for authority
- To help all children to develop their full potential
- To help children repair and restore actions or relationships through the use of restorative conversations
- To support children in the use of the school's conflict resolution script to resolve disagreements with their peers (see appendix 2 – Conflict Resolution Script)
- To provide a challenging, interesting and relevant curriculum
- To create a safe and nurturing environment both physically and emotionally
- To use consequences for behaviours that breach our agreements clearly and consistently
- To reward behaviours in line with our agreements clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To expect parents and staff to treat each other with mutual respect in all forms of communication
- To offer a framework for teaching the skills for success and the personal, social and emotional skills and abilities that underpin the school's behaviour policy
- To communicate promptly with parents when children have breached our three agreements

Parents' Responsibilities

- To be aware of the school's agreements
- To encourage independence and self-regulation
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To form positive relationships with staff
- To expect parents and staff to treat each other with mutual respect in all forms of communication

Skills for Success:

Our Skills for Success support and encourage good learning behaviours:

- Co-operation
- Responsibility
- Self-Belief
- Understanding Yourself
- Resilience
- Risk Taking






These skills are planned for and taught alongside the academic curriculum from Nursery to year six.

Class Agreements:

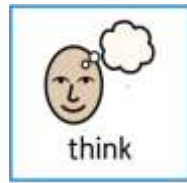
Every class makes a class agreement at the start of the school year to ensure our aims to be ready, respectful and safe are understood.

At Tavistock Primary we believe that children should be encouraged to behave well and work hard. We use a class recognition board to raise expectations of key learning behaviours and recognise children's efforts, as well as achievements. We also use a number of positive rewards. Whilst our core belief is that learning is a reward in itself, we recognise that external rewards are sometimes necessary and appropriate. The school has high expectations of all children, but will occasionally need to give consequences when agreements have been broken.

We use the following positive rewards and consequences:

Rewards	Consequences
<ul style="list-style-type: none"> • Verbal praise • house points - extra playtime team reward weekly • stickers • weekly assembly awards certificates for 'star of the week' and certificates for good work and learning attitudes • Whole class reward system for following school and class agreements • Sharing efforts and achievements with parents and other staff • Cups are awarded at the end of each term in whole school assemblies and are given for good behaviour and academic achievement. See appendix 1 • Skills for Success medals are awarded half termly per class at a Monday whole school assembly. • Meal Time Assistants award a weekly cup for commendable lunch time behaviour. 	<p> A 'look' to indicate the child needs to change their behaviour.</p> <p> A 'discussion' between the child and member of staff – ensuring clarity of expectation and support for making the right choice.</p> <p> 'Time' with an adult, or time out to reflect, or time doing something different to help children get back on track.</p> <p> Involvement of a 'different adult' (possibly a member of SLT) to help a child get back on track.</p> <p> 'Communication with parents' to discuss behaviour and agree support needed.</p> <p>At any point staff will record incidents on CPOMS as required.</p>

How we support self-regulation



Stop: Use hand up palm forward to signal.

Think: Index finger circles on temple.

Change: Index fingers point up and swap places left to right.

Repair: Clapsed fists are pulled together in centre.

These visuals and hand signals are used by adults and children to help when children are dysregulated. How they are used will depend on the child and the situation that has led to the dysregulation. Adults might ask children to go to their safe place or person; sometimes a restorative conversation will support children to think through what led to their dysregulation (and any subsequent behaviours that impacted on others), how they might need to change and what they might need to do to repair relationships. For some children a Relational Support Plan will give further detail on using this strategy.

Minor and Major Incidents

Minor incidents might include:

- Talking at inappropriate times
- Minor mistreatment of school or other property
- Distracting other pupils
- General behaviour around the school, eg running in the corridors, talking in assemblies
- Not completing sufficient learning
- Lack of co-operation with peers

Major incidents might include:

- Any prejudice-based comments eg racist/homophobic/transphobic/religious/gender
- Verbal/written comments, swearing, making comments intended, or likely, to cause upset or offence to someone else *
- Theft *
- Vandalism of school or anybody's property
- Physical violence
- Play fighting/excessive rough play
- Exclusion of peers from games, if intended to cause upset to them

- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Absconding from class or school site
- Bringing in inappropriate items*
- Ongoing multiple issues in a day (persistent minor incidents)

* see paragraph on searching pupils below

Persistent ongoing issues

In cases where the behaviour is a significant cause for concern a Relational Support Plan is completed. A team of key adults that have a positive relationship with the child, is identified and a plan for support is agreed and shared with all staff and parents. This will be monitored and reviewed at regular intervals.

Internal Exclusion

Due to behaviour of a child it might be necessary to have an internal exclusion, parents will be informed when this has occurred. The child will be supervised by a member of staff and the learning will be matched to their needs and depend on their level of regulation.

Suspensions and Permanent Exclusions

Only the Headteacher (or the Acting Headteacher) has the authority to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. In exceptional circumstances and when new evidence has come to light, it is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion.

If the Headteacher excludes a pupil, the parent is informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parent how to make such an appeal.

The Headteacher informs the Local Authority and the Governing Board about any exclusions. The Governing Board cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Board has a discipline committee that is made up of three members- the committee considers any appeals on behalf of the governors. When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Headteacher, must comply with this ruling.

Monitoring

The Senior Leadership Team (SLT) monitors the effectiveness of this policy on a regular basis. This is reported to the Governing Body at regular intervals, and if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour on Child Protection Online Monitoring and Safeguarding system (CPOMS) and all school staff have access to CPOMS for the purposes of recording concerns.

It is the responsibility of the Governing Board to monitor the rate of internal exclusions and suspensions, and to ensure the policy is implemented fairly and consistently.

Children with Special Educational Needs or Disabilities (SEND) or Social, Emotional and Mental Health Needs

Where a child is identified as having SEND or social, emotional and mental health needs, the school, acting in partnership with the parents and/or carers of the child concerned, will agree on the best way to manage their needs. In line with the school's legal responsibility, this may involve some reasonable adjustments to the Behaviour Policy. Having SEND or social, emotional and mental health needs does not necessarily exempt the child from sanctions for misbehavior and we continue to have high expectations.

Discipline Outside the School Gates

The school believes that, beyond the school gates, discipline is the responsibility of parents and carers. However, there are some limited circumstances when the school may impose in-school sanctions for out of school behaviour:

- On the reporting of an incident of misbehaviour, that has occurred when unaccompanied children are in school uniform and on the journey to and from school, the headteacher, in partnership with parents and carers of the child/ren involved, may agree in-school sanctions.
- If requested by the police to support in the management of a child's behaviour outside of school.

Use of restraint and reasonable force

The government guidance gives the following definition of reasonable force:

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.
 4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
 6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Senior Leaders may give permission to staff to use physical support to remove a child to a safe place or to restrain them:
 - where they are deemed to be at risk of hurting themselves or other children or adults
 - if allowing them to leave the room/building/playground would put them or others at risk
 - if they are refusing to comply with requests to move independently to a safe place
 - to physically separate pupils found fighting
 - Restraint will only be used as a last resort and, wherever possible, by staff trained in physical handling techniques. Any incident of restraint will be recorded on the child's record and parents will be informed.
 - Some children may need more regular physical support. When this is the case, a Relational Support Plan will be in place and shared with parents.

Searching Pupils

Headteachers and authorised staff may search pupils or their belongings, without consent, if they have reason to believe they are in possession of any of the following 'prohibited items':

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The following link is to the non-statutory DFE guidance followed by the school:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Review

The Governing Board reviews this policy every year, however it can be reviewed earlier if needed, due to government regulations or recommendations to the policy.

Appendices:

Appendix 1 – awarding of cups

Details of Cups Awarded at End of Term Assemblies



The names of the pupils nominated for these cups are discussed with staff at key stage meetings and recorded in the office. The teacher informs the parents or carers before the assembly so that they can attend. Cups are engraved with pupils' names.

- ❖ The Brown's Cups for Effort & Enthusiasm (2 cups KS1 & KS2) – awarded each term
- ❖ The Amey Cup for Endeavour – awarded each term
- ❖ The Jade Stokes' Cup for being a Shining Star – awarded each term in FS
- ❖ Sportsmanship Cup – awarded each term
- ❖ Striplin Cup for Expressive Arts – awarded each term
- ❖ Resilience Cup – awarded each term
- ❖ Swimming Cup – awarded Autumn & Summer term
- ❖ Sporting Achievement – awarded at the end of the year
- ❖ Spirit of Devon – awarded at the end of the year
- ❖ Cup recognising Contribution to School Life – awarded at the end of the year

Appendix 2:

Conflict Resolution script and prompts for facilitators.

How to...

Help children resolve their conflicts at playtime.

- Get the children together
- Remind them of the script:
When you...
I felt...
Because...

- Help them decide who will talk first and make sure the talk to each other not the adult facilitator, using address each other.
- If children find it difficult to respond try some of prompts:
 - *What would make you feel better/How could you make child A feel better?*
 - *What would you like child B to do to make you feel better/What could you do to make child A feel better?*
- When the children have resolved the conflict, check that both are happy with the outcome.
- Record incident on CPOMS if necessary.



they direct
names to
these

Appendix 3:

Establishing Good Routines

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and pupils must also understand that the staff member is in control at all times enabling the whole school community to feel safe. These expectations are reinforced through good routines in the classroom and for when the children are around the school.

Good routines should be in place for:

- **Start of the day** – a warm welcome from staff every day which also provides an opportunity for each child to feel valued, safe and secure in the sense of connection with the member of staff. For most children, this can be achieved by the simple acknowledgement of the child and the child having the knowledge that they are in mind. It will also allow staff to notice any potential difficulties a child may have in settling to learn that day.
- **End of the day** – to accommodate transition from school/home, allow for time organising things to go home and a definite farewell through a class saying, song etc.
- **Transition times** – calm and ordered routines for coming in and out of the classroom, school, assemblies, change of lessons and so on.
- **Lining up** – clear guidance given for lining up and moving around the school.
- **Getting changed for PE** – children expected to change quickly and quietly with clear guidance on where to store clothes/kit.
- **Moving around the school** – calmly walking to the left around corridors, opening doors for adults, using good manners, waiting for people in front of you and so on.
- **Break and lunchtimes** – clear guidance on expectation of not coming back into class unsupervised, how to move around/on/off the playground, how to enter/leave the dining hall and expectations of dining hall conduct.