

# Tanfield Lea Community Primary School

## Behaviour Policy



Opening Doors, Enriching Lives

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# 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 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 encourage positive behaviour in all aspects of school life and all staff are expected to set a good example to children at all times.

The staff in school will meet and greet the children in the morning when they come on to the school grounds and particularly, as they enter the classroom. We feel this sets a good example to the children, models positive behaviour as well as ensuring the children are welcomed and given the opportunity to speak to the teacher at the start of the day.

When children are together in a group if staff want them to listen, then the member of staff raises their hand. This is a signal to the children to stop what they are doing and they too raise their hand. This has a wave effect so that within a very short time the member of staff has everyone's attention without having to raise their voice.

We also have an agreed approach when talking to children about their voice level. This should be displayed in every classroom and referred to as necessary. The range of voices to be used is from 'Voices Off – I should be working in complete silence. There should be no talking or noise'. To 'Outside Voice – I can talk loudly when playing. I use this voice outside'. Staff will refer to these terms when talking to children about how they use their voice. (See Appendix A for the Tanfield Lea Voice Levels chart).

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 within school.
  - Everyone always walks on the left-hand side when walking around school.
  - 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.
- Return any equipment you have been playing with to the shed or container.

## **Rewards and Consequences**

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 smiles and verbal praise, Success Cards, stickers and team points (KS1 and 2).

## **Success Card Stamps and Certificates**

Children should receive a minimum of 6 stamps every year and a maximum of 12. Once they have 10 Success Card stamps (recorded in their Personal Organiser) a postcard is sent home to share this achievement with parents and the child is awarded a certificate which is announced in the Friday assembly. The Certificates work progressively round the world. The first is for the United Kingdom, the last is Australia.

Success Card stamps awarded will be personalised for the child. There should only be a small number of times when a generic stamp is awarded (eg performed in the Talent Show) The post card, which will be posted home to parents, will be addressed to the child to celebrate what they have achieved.

Staff will monitor the Success Cards to ensure that the achievements of all children are celebrated.

Children also have weekly Privilege Time. This takes place every Friday afternoon. At the end of the half term, children in KS1 and 2 children who have lost no Privilege Time will be given a treat (chocolate biscuit KS1 + hot chocolate (KS2)).

During the week if children do not behave or work in a positive way then there are consequences.

In the Early Years consequences are given in the following order 1) verbal warning and reinforcement of the direction 2) child given 2 minutes time away on the 'Sad Spot' 3) conversation with parent/carers 4) a visit to speak with the Behaviour Support Lead 4) Head Teacher.

In KS1 and 2 these consequences range from a warning to losing 5/10 minutes Privilege Time or experiencing 'time away' – this could be in a different part of the classroom, the Quiet Room or, if appropriate, another class. 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.

For significantly disruptive behaviour advice and support from the Behaviour Support Lead is requested.

By the end of the week, the time lost from Privilege Time has to be spent reflecting on the choices made, missing out on Privilege Time activities.

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

We have organised our consequences into four stages. These consequences are slightly different accordingly to Key Stage. The majority of 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 Behaviour Support Lead or Head Teacher who will contact parents if he/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 and KS2**

- 1<sup>st</sup> warning - Spoken warning and a reinforcement of the direction.
- 2<sup>nd</sup> warning – Repeated warning, if required give time away from group, until calm enough to return.
- 3<sup>rd</sup> warning – Loss of Privilege Time.
- 4<sup>th</sup> warning - Time away with Behaviour Support Lead.
- 5<sup>th</sup> warning - 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 (See Appendix B) is set up in discussion between the child and their class teacher. This is used for two weeks to monitor behaviour difficulties. Teacher informs Behaviour Support Lead via CPOMS and will inform the parent of this.

This will be reviewed at the end of the 2 weeks.

If this proves successful over the two weeks then they go back to being on Stage 1. If after two weeks there has been no change to the child's behaviour then they move on to Stage 3.

### **Stage 3**

- A meeting is arranged between parents, teacher, Behaviour Support Lead and pupil to discuss the problems. Evidence can draw upon evidence from CPOMS – time away records, loss of privilege time sheets and Behaviour Monitoring sheet. A record of this meeting is made on CPOMS. 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 (See Appendix C) 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 Support Lead to discuss difficulties with pupil and the action taken so far is discussed.
- A meeting is held between class teacher, Behaviour Support Lead, child and parents. Child is put onto a Pupil Passport, led by Behaviour Support Lead and class teacher to communicate their daily progress. A further meeting is arranged to review progress every 3 weeks.

If the action has been successful the child will move back to Stage 2 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. Bullying includes cyberbullying, prejudice-based and discriminatory bullying.

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 where it is reasonable and proportionate to positively handle the child.

Identified members of staff are qualified to use Team Teach to de-escalate situations when necessary. This can include positive handling.

**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 playing together and accessing OPAL at lunchtime. Some children may have to be closely monitored, and if so, will wear a Hi-Vis jacket to enable this – this would be agreed with parents to ensure their child's safety. However, there are some times when children behave inappropriately at lunchtime. When this happens, the following procedures will be used:

#### Consequences at Lunchtime

- 1<sup>st</sup> Warning – Verbal – reminding them as to what they should be doing.
- 2<sup>nd</sup> Warning – yellow card – time away at the wall.
- 3<sup>rd</sup> Warning or serious incident – red card. Withdrawn from current lunchtime or, if incident happens at the end of lunchtime, from the next lunchtime.

The Red Card form to be completed during the red card consequence can be found in Appendix D.

**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 a child has had a significant bump on the head or they have a significant wound (but are still able to stay at school) then a phone call home must be made.**

**If a child has to go home or to hospital, due to the injury, the online Accident Form must be completed (see HT).**

# Tanfield Lea Voice Levels

**Voices Off**



I should be working in **complete silence**. There should be no talking or noise.

**Whisper Voice**



I can **whisper** to my partner. Only the person sitting next to me should know I am talking.

**Partner Voice**



I can **talk quietly**. Only the person sitting next to me should be able to hear *what* I am saying.

**Projection Voice**



I should speak so that everyone in the class can hear. If I am asked to '**Project**' I should speak more loudly.

**Outside Voice**



I can talk **loudly** when playing. I use this voice outside.





APPENDIX B

# BEHAVIOUR MONITORING SHEET

<b>Name:</b>	<b>DOB:</b>	<b>Plan Date:</b>	<b>Review Date:</b>
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<b>Target Behaviour</b>	<b>Outcome Desired</b>	<b>Support/Intervention Used</b>	<b>Person Responsible</b>	<b>Progress</b>

Additional Information: \_\_\_\_\_

\_\_\_\_\_

# BEHAVIOUR SUPPORT PLAN

<b>Name/Class:</b>	<b>DOB:</b>	<b>Plan Date:</b>	<b>Review Date:</b>
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## Identify Problem Behaviour

Use behaviour monitoring sheet, red cards and CPOMS to record information in this section.  
What does it look like? What triggers it?

## Targets

What are we working towards? What will the target behaviour look like?

**Intervention Strategy**

**Proactive and Preventative Strategies**

How do we maintain positive behaviour?  
How do we support the child to achieve their target?  
Phrases to use.  
Rewards and motivations for the child.  
Interventions.

**Antecedants**

What to look out for.  
Triggers.  
How to respond.

**Reactive Strategies**

How do we minimize the impact of the behaviour?  
How do we diffuse the situation?  
Which de-escalation strategies are most effective with the child?  
What to do and not to do.  
Phrases to use.  
Calming techniques.  
When should another member of staff be informed?

**After an Incident**

Date of the incident:

Restorative practice or sanctions used, any contact with parents:

**Agreement**

Parent name \_\_\_\_\_

Parent signature \_\_\_\_\_

Staff name \_\_\_\_\_

Staff signature \_\_\_\_\_

Date \_\_\_\_\_

**Evaluation and next steps:**

How effective is the plan?

Does it need amending or do you need to try a new approach?

Consider rewards and sanctions, relationships, clarity and consistency, parental involvement.

Record suggestions to be considered when the plan is reviewed.



# RED CARD PUPIL DEBRIEF

What started it?

.....

.....

.....

How did you feel?



What happened then? .....

.....

.....

How do you feel now?



What could you do differently next time?.....

.....

.....

.....

.....

Do you understand and agree with what has been written?

YES

NO

Are you happy with how staff handled the situation?

YES

NO

Name ..... Signature ..... (Pupil)

Name ..... Signature ..... (Staff)