



# Behaviour Policy

Reviewed and Updated: March 2016

Next Review date: March 2018

## Our Values

We show **respect**

We are **kind**

We are **resilient**

We are **responsible learners**

We **work as a team**

We are **aspirational**

"A school where respect and courtesy are high on the agenda will be a community which fosters good relationships, as well as accelerated learning."  
(Greg Sampson )

## **Aims**

1. To establish and maintain an orderly, peaceful and supportive environment in school in order to maximise learning.
2. To communicate to children, parents, staff and any-one else connected with school what is meant by good behaviour and how it is consistently reinforced and maintained.
3. To set out expectations for the management of teaching and learning environments.
4. To set out routines for activities in school including the beginning and end of day, lunchtimes, playground, corridors, wet play and out of school activities.
5. To foster self discipline, self motivation, confidence and self esteem of children and adults working in school.
6. To set out how the school works towards minimising bad behaviour including bullying.
7. To ensure commitment to the whole school system of rewards and sanctions.

## **Methods of achieving these aims.**

1. Rtime - Golden Rules
2. Planning for high quality teaching and learning.
3. Classroom management
4. Duty of care for all school routines and procedures
5. Systems for promoting self discipline, self esteem and responsibility.
6. Support for children, teaching and non-teaching staff.
7. Rewards system
8. Sanctions
9. Home involvement
10. Equal opportunities
11. Safety and risk assessment.
12. SEND - Local Offer
13. Anti bullying policy
14. Monitoring and review.

### **1. Our three Golden rules (Rtime rules)**

All children and staff follow these rules which are displayed in every classroom and other areas of the school.

- Show good manners at all times.
- Follow instructions with thought and care.
- Care for everyone and everything.

### **2. Planning for teaching and learning.**

We believe a quality curriculum is at the heart of achieving good behaviour in school. The whole school curriculum is planned to enable all children to learn and make maximum progress. Topics are selected from the National Curriculum, which are suited to the age, stage and ability of our children. In reception and KS1 children follow the Read Write Inc programme. Differentiation will meet and match individual needs. Short term planning will set out activities which are differentiated and include subject specific skills, knowledge and understanding, so that all children experience success in a range of contexts, and are able to be assessed in order to move on. Lack of differentiation and opportunities to use imagination causes boredom, frustration and low self esteem, and is therefore a likely reason for poor behaviour exhibited in classrooms.

### **3. Whole School Approach**

The three golden rules are used to describe good behaviour and to give rewards such as house points and golden tickets and to describe poor behaviour for sanctions or for targets on individual behaviour plans. At the beginning of each year Class teachers re-establish rules and routines for appropriate behaviour, the organisation of materials and resources, expectations of noise and procedures at transition times including entries and exits. The emphasis is on care, courtesy and cooperation. Children are given an appropriate place for time out if needed.

### **4. Duty of care for all school procedures and routines.**

The points reward system is shared between all teaching and support staff that award the house points to children for good behaviour, effort and achievement. All staff have a copy of the **golden rules** and also contribute to the sanction system. Lunch time staff give Golden Tickets reflecting the rules and school values.

### **5. Systems for promoting self esteem, self discipline and responsibility.**

Core learning skills	House system
Learning Mentor	Star of the day and week.
Peer critique	Head Teacher Certificates
Super Sixes	Year 6 Responsibility
SEAL	Rtime lessons
Golden Time	Rewards for good attendance
Golden Tickets	School Council
Values Vouchers	Certificates

Individual class rewards chosen by the class teacher.

### **6. Support for children, teaching and non teaching staff.**

Children are taught the 3 golden rules at the beginning of each year and it is reinforced through the Home School Child Agreement, assemblies, notice boards, circle times and systems of rewards and sanctions. All staff support the child by implementing all of the above and by being responsible for his/her PSHE by listening, mentoring and if necessary liaising with home, Key stage coordinators, Assistant Head, Head teacher and SENCO. All adults promote and model behaviours and develop close relationships which will bring about sustained change.

The school values are taught explicitly with one value being focused on each half term. They are a focus in class and in whole school assemblies. Value vouchers are given to children when they demonstrate one of the core values.

The behaviour support plan (IBP) is managed by the class teacher to bring about change in children's behaviour so that staff (teaching and non teaching) are mutually supportive and the approach is consistent for the child. The support plan is written by the class teacher in conjunction with the child and parents. The head teacher will become involved if necessary. At this stage a pastoral support plan may be necessary. All behaviour management programmes and interventions should be logged by class teachers. The head teacher and assistant head teacher support midday assistants during the lunch breaks.

### **Support structure**

Class teacher - assistant head teacher - head teacher.

Midday assistants - Learning Environment Lead - head teacher.

At lunch time there is a golden ticket system in place (see appendix) This is used by all midday supervisors and monitored by the Learning environment Key Lead.

## 7. Reward systems

An effective reward system helps to build self esteem. The following rewards are in place and effective.

1. Smile
2. Praise related to objectives including child's name.
3. Star of the day/ week
4. Teachers/Headteachers certificates
5. House points
6. Extra play
7. Golden Time
8. Cinema Treat
9. Golden Tickets
10. Value Vouchers
11. Speak to parent on the playground at the end of the day.
12. Various other rewards are particular to a class, an event or a specific objective.

## 8. Sanctions Hierarchy

In a classroom situation the following sanctions apply. They are used after the usual reinforcement of positive behaviour, use of proximal praise, reminders, encouragement and thanks for when instructions are carried out.

1. Warning. (name of child) Explain behaviour shown and the sanction to be enforced if it does not stop. E.g. "XXXXXXXXX this is a warning you must stay in your chair or you will lose 5 minutes of golden time."
2. Lose 5 minutes of golden time (children by agreement with the teacher can try to earn this back.)
3. Isolate child. The child will be asked to work for a reasonable period of time on a table away from their normal work space. (This should be a table set aside for this and be fully resourced.)
4. Remove from room. (This must be with the agreement of the member of staff to receive the child.)
5. If inappropriate behaviours continue child sent to the Head teacher and parents informed if appropriate.
6. All these stages should be entered with a brief note in the teacher's log book.

In exceptional circumstances, the staged approach can be shortened at the discretion of the member of staff.

If the final sanction is judged to be used frequently (2 or 3 times per fortnight) this will trigger further action. These actions may include one or all of the following:

- Support from the Learning Mentor
- CAF / Multi agency approach
- Referral to an Educational Psychologist
- Family Support Worker
- Advice from the Behaviour Support Service

NB: If a child is refusing to complete appropriately differentiated work it might be appropriate for them to work with a member of staff at lunch time.

Sometimes a child's behaviour may suddenly deteriorate or their actions may indicate that they have witnessed domestic violence. All staff should refer to the Child Protection Policy for further guidance.

**Exclusion:** A decision to exclude a pupil would only be taken in response to breaches of the school's behaviour policy where lesser sanctions are not appropriate. A thorough investigation would first be carried out considering all the evidence and allowing the pupil concerned to give their version of events. Exclusion is the only route to removing pupils from school if they have committed a disciplinary offence. The need to exclude a child at Troon School is extremely rare. There have been no exclusions in the past ten years.

## **9. Home involvement**

Parental involvement is believed to be vital, both as support and reinforcement and to share information which will be mutually helpful.

Opportunities for positive comments about pupil behaviour are exploited (see rewards system.)

Parents are involved in drawing up the Individual Behaviour Support Plan and at all stages of the ILP if behaviour modification becomes a special need.

## **10. Equal opportunities**

The Golden Rules at Troon Primary School and the Troon School Behaviour Policy are designed to ensure that all children will have the right to learn and teachers will have the right to teach and that the work of all members of the school community is respected equally. There may however be times when a child has a differentiated behaviour policy to meet their individual special need.

## **11. Safety and Risk assessment.**

This is the responsibility of the Head teacher who liaises with teaching and non teaching staff the SENCO and external agencies.

- Good behaviour is an essential part of well being and of a Healthy school
- Implementing the Golden Rules at all times ensures the safety and well being of pupils and staff in the school
- Physical intervention is always a last resort. It must be **reasonable, appropriate and recorded in context to show that everything else possible had been done.**

**INTERVENTION MUST NEVER CAUSE - PAIN, PANIC OR INJURY**

Intervention involves no joints , protection for the individual, gradient - least amount of force necessary, body alignment, avoidance, protection, deflection, stabilisation, no punishment, touch control - positive touch ethos. (See Team Teach guidelines)

## **School visits including residential visits:**

The school Golden rules still apply. (See Educational Visits policy for guidelines and pupil to adult ratios. All children will be included on a trip unless their behaviour could cause danger to themselves or others. The school reserves the right to exclude a child from a trip on health and safety grounds. Alternative provision will be in place when necessary.

## **12. Special Educational Needs**

Behaviour modification may become a Special Educational Need. Help may be sought from outside agencies.

These may include:

The Educational Welfare Officer

The Educational Psychologist

Learning Support Service

Behaviour Support Service

Social Care

Clear

Dreadnought

It may also be necessary with parental consent to initiate a CAF (Common Assessment Framework) for a multi agency approach. This involves holding regular meetings - TAC (Team Around the Child)

## **14. Anti Bullying**

Bullying behaviour is repetitive and over time. It may include:

- Name calling
- Physical violence
- Threats

- Isolating individuals.

School should at all times show disapproval of such behaviour and protect children from it through the sanctions hierarchy. However it is important to recognise that many children engage in these activities at some time as they experiment with relationships. Often problems are short lived and falling out with friends does not become an issue – this is not the same as bullying.

Troon school implements its behaviour policy to create a culture in which bullying cannot thrive. Building self esteem in children is the single most powerful strategy in ensuring that children respect themselves and each other. This is done through:

- Implementation of the Rtime Golden Rules
- School Values
- Class teacher relationships with pupils including role modelling
- The reward system
- Teamwork and group work
- The duty of care which ensures supervision wherever possible
- Play ground organisation including observation of isolated children and perimeter areas
- Peer critique

Incidents of bullying may be reported by children, members of staff, parents. The initial contact is with the class teacher of the child affected. Usually intervention is successful, especially if children are involved to support each other. However if Class teachers actions do not stop the situation the Head teacher will be involved. The head teacher will log information and the action, see all children involved, contact parents and take all steps open to them to stop the bullying behaviour continuing to protect the children and the school. (See Anti Bullying Policy for full procedure)

### **15. Monitoring and review.**

The behaviour policy is monitored by the Head teacher by examining the golden time sanctions, behaviour logs, monthly discussions with the MDS's, nominations for Head teachers certificates, through regular contact with class teachers, child focus at staff meetings, documentation of the Behaviour support plans and by the observation of and discussion about the every day life of Troon School. The Midday Supervisors meet with the Head teacher once a month. Governors also monitor behaviour during their visits. The behaviour policy will be reviewed every two years.

### **Resources**

Rtime and SEAL resources

Reward system resources, pupil of the day badges, certificates etc.

Value Vouchers

Golden Tickets – lunch time

Prizes

Play ground equipment.

Year 6 responsibility badges

Budget for School Council

### **Appendices**

1. Rtime rules
2. Class expectations sheet
3. Golden Time Explanation

## Our Rtime Rules

- Show good manners at all times.
- Follow instructions with thought and care.
- Care for everyone and everything.

### **Troon School Class Expectations**

- English and maths learning walls - regularly updated
- Science learning wall (at the discretion of the teacher)
- Time to reflect - see also marking policy
- High expectations of work and presentation
- Marking up to date (Maths to be marked every day)
- KS2 - Fast Maths or Maths Meeting every day
- A vocabulary rich environment
- Celebration of children's work - every child has work on display
- Book area/corner - well presented, organised and labelled, books of high quality
- Writing tables/areas (FS and KS1)
- Rtime rules displayed and an Rtime activity carried out at least once a week.
- Pupil of the week celebration board
- Star of the day awarded every day
- Role play/ challenge area where space allows
- VCOP walls - Y1 - 6
- Read Write Inc boards and resources - Rec - Y2
- RWI Spelling boards for KS2
- Appropriate well organised resources easily accessible and encouraging independence where possible.
- Targets displayed
- Massage cards on display and used at least once a week
- ICT being used in classrooms by staff and children
- Walhts displayed clearly
- Values display evident in every class.
- Lots of child or paired talk - not very much teacher talk!
- Wet break equipment for children to access.

(Reviewed and agreed by staff September 2015)



## How Golden Time works

We still have the same three rules that we follow at all times in school. These are displayed all around the school. If anyone breaks those rules this is what will happen:

- You will receive a verbal warning about your behaviour.
- If the same unacceptable behaviour continues you will lose 5 minutes of your Golden Time.
- You will then be given some thinking time as you have a decision to make

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If you decide to continue breaking a school rule this is what will happen:

- You will have a time out in your classroom.
- You will have a timeout in another classroom if you continue to make the wrong choices.
- Finally if you have still been unable to change your behaviour you will be sent to the head teacher and your parents will be informed.

If you decide to stop and do the right thing for an amount of time agreed with your teacher this will happen:

- You will win back your lost 5 minutes golden time.

If you lose another 5 minutes that day you will not be able to win it back.

You cannot win back your 5 minutes the following day as every day is a new beginning.

If you miss more than 5 minutes golden time each week in a half term then your parents will be informed. If you do not lose any more than 10 minutes golden time in a half term you will have a Golden Time Treat.