



Behaviour Policy

Reviewed and Updated: September 2020 (Changes made due to Covid-19)

Next Review date: September 2021

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. Rules for Life
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 Rules for Life

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 linked to the National Curriculum and EYFS framework, 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 Rules for Life and school values 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 our rules for life and school values. Children are given an appropriate place for thinking time 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 Rules for Life and also contribute to the sanction system. All staff on duty to give Golden Tickets reflecting the rules and school values.

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

Family Liaison Officer (FLO)

House system

Star of the week.

Peer critique

Head Teacher Certificates

Super Sixes

Year 6 Responsibility

SEAL

Verbal praise

Always tree

Rewards for good attendance

Golden Tickets

School Council

Certificates

Individual class rewards earned and chosen by the children and agreed with the class teacher.

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

Children are taught the Rules for Life and school values at the beginning of each year and it is reinforced through assemblies, displays 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, Assistant Head, Head teacher, SENDCO and FLO. 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. Golden tickets are given to children when they demonstrate one of the school 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. Significant behaviours are recorded on My Concern by staff.

Support structure

Class teacher - assistant head teacher - head teacher.

Midday assistants - 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 SLT

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 week
4. Headteachers certificates
5. House points
6. Golden Tickets
7. Speak to parent via email/telephone
8. Always tree
9. Various other rewards are particular to a class, an event or a specific objective.
10. Class reward jar - reward to be earned by filling the jar with cubes

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. All sanctions are given discreetly whenever possible. If behaviour cannot be dealt with immediately the phrase "We will talk about this later should be used and followed up."

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.
2. 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.)
3. Lose the next morning playtime. Child to not be allowed to join in play with peers
4. If behaviours persist children are asked to leave the classroom with an adult from their bubble to calm and regulate their behaviour. Staff to use emotion coaching techniques to calm child.
5. If inappropriate behaviours continue over a period of two days, Head of School/Assistant Head is informed and a phone call home is made. If needed Staff and parents work together to look at the causes of behaviour and appropriate support/actions are agreed.
6. Significant behaviours to be logged on My Concern.

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 FLO
- CAF / Multi agency approach
- Referral to an Educational Psychologist
- Family Support Worker
- Advice from the Behaviour Support Service
- Individual behaviour plan (IBP)

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 rare.

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 Rules for Life, school values 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 SENDCO and external agencies.

- Good behaviour is an essential part of well being and of a Healthy school
- Implementing the Rules for Life and School values 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 Rules for Life 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

Boot up/White Gold/Walk on Water/Dreadnought

TIS

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.
- Online bullying

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 Rules for Life
- 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
- Playground 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 reflection sheets completed by children, monitoring My Concern, discussions with staff, nominations for Head teacher's certificates, child focus at staff meetings, documentation of the Behaviour support plans and by the observation of and discussion about the everyday life of Troon School. Governors also monitor behaviour during their visits. The behaviour policy will be reviewed every two years.

Resources

SEAL resources

Reward system resources, certificates etc.

Golden Tickets

Prizes

Play ground equipment.

Year 6 responsibility badges

Appendices

1. Rules for Life
2. Golden tickets
3. Reflection sheet

Rules for Life

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

Appendix 2

Golden Ticket

Awarded to:

I show respect

I am kind

I am resilient

I am a responsible learner

I work as a team

I am aspirational

Date:

Signed:

Appendix 3