



Behaviour Policy

September 2021

Updated: September 2021

Review: July 2022



Behaviour Policy

September 2021

Head Teacher:	Date:
Chair of Governors:	Date:

Appendices

<i>Page 7</i>	Appendix 1 – Calm School Code
<i>Page 8</i>	Appendix 2 – Specific Unacceptable Behaviours
<i>Page 9</i>	Appendix 3 – Letter to parents



Aims

The aim of Toner Avenue Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Toner Avenue Primary School has a “Calm School Code” (see appendix 1). The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

The children of Toner Avenue make positive choices the vast majority of the time and, as a community, we want to acknowledge and reward that. We are proud of the children and the good choices they make.

All staff commit to:

- Teach and support all individuals to make positive choices using the Calm School Code.
- Encourage children to choose responsible behaviour that will support their academic success and develop their self-esteem.
- Motivate pupils to be respectful to all, behave in appropriate ways, and set their own high standards which they are proud of.
- Implement fair, consistent approaches to managing children’s behaviour in line with school policy.
- Model the use of the Calm School Code and support children to use it successfully.

Responsibilities:

- Reward good behaviour
- Provide encouragement and stimulation to all pupils.
- Teach, through the school curriculum, values and skills in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Communicate with parents
- An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.
- We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.



Links to KCSIE 2021

At Toner Avenue, we take bullying very seriously and have a zero-approach ethos which all staff and volunteers adhere to.

As part of the broader curriculum, through delivery of Kidsafe, PSHCE, RE and the use of diverse texts within English, children are provided with regular opportunities to reflect on their own behaviour and discuss what bullying is (Several Times On Purpose – STOP) and the impact this has on others. Texts are chosen to ensure children are supported in challenging prejudice or discrimination.

Focus weeks, such as Anti Bullying week etc are included throughout the school year to further support children in learning what is appropriate and what is not.

Online Behaviours

“The effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their pupils’ lives.” (Teaching Online Safety, 2019)

Our Computing curriculum has a strong emphasis on the teaching of E Safety and ‘online behaviour expectations.

Through the teaching of the curriculum we will enable pupils to understand what acceptable and unacceptable online behaviour look like. School will teach pupils that the same standard of behaviour and honesty apply on and offline, including the importance of respect for others. School will also teach pupils to recognise unacceptable behaviour in others.

School can help pupils to recognise acceptable and unacceptable behaviour by:

- looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do,
- looking at how online emotions can be intensified resulting in mob mentality,
- teaching techniques (relevant on and offline) to defuse or calm arguments, for example a disagreement with friends, and disengage from unwanted contact or content online,
- considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that would never be tolerated offline,
- being clear what good online behaviours do and do not look like,



- understanding that online behaviour should mirror offline behaviour and identifying the impact of these on others,
- creating a safe environment, and school culture, in which pupils feel comfortable to say what they feel,
- engaging staff, pupils and parents in activities to promote positive online safety behaviours.

The Calm School Code

“Speak Nicely, Listen Carefully, Act kindly, Move Safely, Be Your Best”

The Calm School Code is a reflection of everyday behaviour at Toner Avenue School. It is modelled by ALL STAFF DAILY and used to praise and acknowledge good choices children make every day.

At Toner, we teach children the importance of managing their behaviour, emotions and dealing with frustration or upset using the Calm School Code. The five simple directives are the clear guide to maintain a Calm School with a positive ethos. We promote positive behaviour and good relationships, recognising that children need to maintain good self-esteem in order to achieve their potential.

When staff are supporting children to address a poor choice, the Calm School Code should always be used as a reference for reflection.

All staff are expected to follow the Toner Avenue School Behaviour Policy and MODEL the ‘Calm School Code’ in school.

It is imperative that members of staff establish appropriate authority so that pupils feel secure and confident that behaviour management approaches are fair and consistent. Staff must establish appropriate relationships with pupils, championing them to be the best they can be. Over – friendly behaviour compromises professionalism. If children seek physical contact, this should be given an appropriate response. Groups of children looking for physical contact or rushing to adults for attentions should be discouraged.

Physical handling should only be used within the guidelines of the KCSIE National Policy...

‘The use of ‘reasonable force’ in schools and colleges.’

‘There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to



safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom.'

The school is committed to high levels of well-being for all staff and will support anyone who seeks assistance with behaviour management.

Pupils should NEVER be challenged, blamed or chastised for failings that are due to their parents. The child should always feel safe and valued regardless of any concerns we have about them.

Individual Pupil Support

At times in their school lives some children encounter times of challenge or difficulties which impact on their behaviour and therefore their learning. Classroom teachers will work with parents and ensure communication is strong to ensure the child feels supported at both school and home is also receiving consistent expectations, rewards and sanctions.

When necessary, the classroom team will work with the SENCO to create a personal handling plan (PHP) to outline additional measure being taken to support an individual. The PHP will be stored in the class file and centrally. PHPs reviewed annually unless there is a need to amend sooner. They are for children who have complex behavioural needs to support the child in making the most positive choices.

Outside Agencies

When appropriate, the school will contact outside agencies to support children with specific challenging behaviour. Excellent relationships have been developed with outside agencies and valuable support maybe available. Decisions regarding referrals are only made with the support of parents / carers.

Monitoring and Review

On-going monitoring and review of behaviour ensures that our excellent school ethos is maintained.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual



circumstances. The emphasis of the school discipline policy is on REWARD AND PRAISE, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'Sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all time around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards may include:

- ✓ Verbal praise and smiling at children
- ✓ Verbal praise to parents about their children
- ✓ Smiley faces
- ✓ Stickers and stamps
- ✓ Certificates
- ✓ Sending good work to other staff members for reward or praise
- ✓ Class wide rewards
- ✓ House points
- ✓ First in line
- ✓ Star of the week certificates

Golden Time

"Golden Time" has been introduced in each class's weekly curriculum as part of our school positive behaviour policy (15 minutes maximum at the end of Friday afternoon).

With "Golden Time" children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment among children and staff in school.

"Golden Time" ensures that the children who behave well, which are the majority, are rewarded.

All classes organise their own "Golden Time" activities. Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding.

Sanctions



Despite positive responses as a means to encouraging good behaviour in Toner Avenue Primary School, it may be necessary to employ a number of sanctions to enforce the Calm School Code, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, staff should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – a logical consequence is a sanction that should ‘fit’ the offence. It generally has two steps. The first is to stop the misbehaviour, the second is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the Calm School Code is broken, the following sanctions must be taken.
(Sanctions will be differentiated to the needs of the children)

1. Children will be reminded of the part of the Calm School Code they have broken
2. Children will be given a verbal warning by the class teacher
3. Loss of a set number of minutes of Golden Time (depending on the age of the child)
4. Time out **in** class will be used (sitting away from others, loss of part of break time / lunchtime etc.)

Improved behaviour from these initial sanctions allows children to ‘earn back’ Golden Time – reinforcing the positive approach.

If after these initial sanctions the inappropriate behaviour continues then the following steps must take place.

5. Teachers send pupil(s) to parallel year group class – If this stage is reached, the class teacher must speak to parent / letter sent home (Appendix 3) and CPOMS the incident.



6. Pupil(s) then sent to a member of the Middle Management (TLRs) - Class teacher to speak to parent / letter sent home. (Appendix 3)
7. Pupil(s) then sent to Assistant Headteacher - Phone call made to the parents.
8. Pupils(s) then sent to Deputy Headteacher – Meeting with parents.
9. Pupils(s) then sent to Headteacher – Meeting with parents.

All behaviour and safeguarding incidents are to be recorded on CPOMS. Actions to be added where appropriate.

For continual unacceptable behaviour, or in the case of serious verbal or physical violence, the child may take the form of a fixed – term exclusion, or on rare occasions, may take the form of a permanent exclusion. A list of Specific Unacceptable Behaviours, and the resulting actions, can be found in appendix 2.

Physical handling should only be used within the guidelines of the KCSIE National Policy.

'The use of 'reasonable force' in schools and colleges.'

'There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom.'

Fixed-term and Permanent Exclusions

Only the Head Teacher or Acting Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, they must inform parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the Governing Body. The school informs the parents how they may make such an appeal.

The Head Teacher informs the Local Authority and the Governing Body about any permanent exclusions, and about any fixed-term exclusions beyond five days in any one term.



The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Early Years Behaviour Management.

The Early Years Foundation Stage Leader leads behaviour management throughout the EYFS with the support of the Head and Deputy. The Calm School Code is used and modelled by staff to help children understand the merits of positive behaviour and choices. Children who do not follow the Calm School Code follow the same sequence of sanctions outlined above; however, they will lose opportunities to 'plan' first or, if necessary, will miss 5 minutes of playtime / lunch time.

Appendix 1

Calm School Code

Speak Nicely

Listen Carefully

Act Kindly

Move Calmly

Be Your Best



Appendix 2

Specific Unacceptable Behaviours

Some behaviours are totally unacceptable:

- Physically / Verbally aggressive behaviour
- Inappropriate language / Swearing
- Refusal
- Incidents relating to Racial, homophobic, transgender behaviour
- Peer on Peer Sexual Violence and / or harassment. KCSIE 2021 places a duty on staff to ensure that they maintain vigilance in respect to this – they should not wait for disclosures if they witness or overhear information.



These incidents are very rare at Toner Avenue Primary School but procedure must be followed.

Procedure:

- Staff to record incident on CPOMS – actions to be added where appropriate.
- Teachers send pupil(s) to parallel year group class – Class teacher to speak to parent / letter sent home. (Appendix 3)
- Pupil(s) sent to a member of the Middle Management (TLRs) - Class teacher to speak to parent / letter sent home. (Appendix 3)
- Pupil(s) sent to Assistant Headteacher - Phone call made to the parents to discuss behaviour.
- Pupils(s) sent to Deputy Headteacher – Meeting with parents to discuss behaviour.
- Pupils(s) sent to Headteacher – Meeting with parents to discuss behaviour.

Appendix 3

Dear parent,

Your child has been involved in an incident of unacceptable behaviour in school.

Please contact school at the earliest opportunity to discuss the incident with your child's class teacher.



Mrs C. Hutchinson
Acting Headteacher