

# Tang Hall Primary School



## Behaviour Policy 2018

## ***'To treat others as you would wish them to treat you!'***

### Expectations:

We understand that our pupils happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils relationships with peers must be built upon respect, trust, friendship and tolerance for each others wishes. At Tang Hall Primary we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Tang Hall Primary we aim to have a positive caring ethos and provide challenging well planned education. The goal is to produce caring, successful pupils with a high self regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

## Good Practise.

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

## Our approach to positive behaviour.

### Praise

We regularly praise the children for demonstrating positive behaviours. We use verbal praise and silent gestures such as a smile, thumbs up or a nod.

### Class Dojo's

Throughout the school children will be encouraged to achieve dojo points. Dojo points are rewarded for children who work hard, behave well, are polite and follow our school rules. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Other members of staff around the school including teaching assistants and lunchtime supervisors can also give out points. We have a variety of different ways that the children can achieve dojo's. Every member of staff is empowered with the dojo's therefore children can earn a dojo at any time of the day. This can be up to a maximum of 5 dojo's at any one given time. Dojo's are recorded in 2 ways: Adults can use the Class Dojo app on their school tablets or computers to reward the dojo's and keep a record and the children record their total in their planners on a weekly basis.

The child with the most points will be awarded the class champion for the following week. During their week as class champion children will receive privileges such as extra time in the out-door area, on the climbing frame and in the treehouse at lunchtime, VIP table at lunchtime, sitting on a special chair during carpet time. These may vary class to class depending on what the class have chosen at the beginning of the year.

### Golden Time:

In both KS1 and KS2 an extra playtime is given every Friday afternoon. If children have maintained their ever green behaviour all week then they are rewarded with all this time. If they have moved down to consequence any time during the week they will lose some or maybe all of this time.

## Celebration Assembly – Dynamite Learners

Every Friday children meet as a whole school. It is a time where their hard work and good behaviour is celebrated.

Two members of each class will receive Dynamite learner award. They will hear the reasons why their teachers are proud of them. They will receive a 'Dynamite Learner' badge and a certificate to take home.

During this assembly children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated.

Excellent attendance is also celebrated during this assembly.

Children will be rewarded on an individual basis each week for their attendance with a raffle ticket, which puts them into a draw to win the opportunity to win a coveted prize like a bike. In addition to that, there are incentives to achieve good attendance through termly parties for those children who achieve 100% attendance every term. For further information, please refer to the Attendance policy.

## Our approach to negative behaviour

The majority of our children are well behaved but we must address any negative behaviour issues that occur. Children must be made aware that their behaviour choices may have consequences. There will be rewards for good behaviour but equally there has to be sanctions for poor behaviour (See the Sanctions Sheet).

### The traffic light system

This visual aid will be displayed in each classroom at all times allowing any adult who is leading the class to use it. (See posters displaying procedures for each Key stage overleaf). In EYFS, the staff and children follow the same traffic light procedures as KS1 but alternatively use, a sun (green), a thinking cloud (yellow) and a sad cloud (red). Each child has their name on a peg and the peg is moved accordingly.

### Time outs/seclusions

At certain times it may necessary to give a child time out from your classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class where they will reflect upon their behaviour (see the Reflection Sheet). No adult should accept more than two children at a time. For more serious incidents children may need to be sent to or in extreme cases be removed by a senior leader. A child should always be escorted by an adult or responsible child.

### Exclusion

In serious cases, one of the following sanctions may be necessary:

Isolation at play/lunchtime

Loss of playtime

Loss of classroom based learning

Any of the exclusions that may occur in school will always be accompanied with a phone call home and the meeting with parents to discuss the child and how they could manage their behaviour in a different manner.

## Involving Parents/Carers

When parents are approached it should be to:

- Seek their help and support
- Inform them of any incidents which may cause their child to become distressed or anxious. Involving parents will, in most cases, follow these steps:
  1. An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
  2. The parents are asked to come in for a formal meeting with the class teacher; a senior manager may also be present.
  3. Parents are asked to come in for a meeting with the Head Teacher or Behaviour Lead

## Behaviour Logs

A robust system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

## Internet Safety

Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety Policy.

### Additional Strategies to support inclusion:

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the Behaviour Lead will ensure that individual behaviour support plans are in place.

In addition to this, we want to:

- Encourage children to take responsibility for their actions.
- State clearly what is right and wrong.
- Explain what is acceptable and unacceptable behaviour.
- Provide a clear, consistent structure for behaviour management throughout the school.

### Social and Emotional Plans (IBPs)

These plans are designed to support and promote positive self management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Behaviour Lead/ Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

### SEN code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse.

Intervention form the LA/Outside agencies. This may include:

- Outreach support
- Observing pupils and advising on new strategies
- Supporting I.E.P writing.
- SEN referral
- Pastoral Support Plan
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
- TEAM-TEACH
- Early Help Assessment

### Pastoral Support Plan.

If a child has had a series of fixed term exclusions and is at risk of a permanent exclusion we will hold a multi-agency meeting to formulate a plan of support to prevent this from happening. A part-time table may need to be put into place to ensure that the child's needs are being met safely in school.

## Playtime and Lunchtimes.

Our school rules apply at all times of the school day, including lunchtime and playtime. However, there are additional rules in place so that all our pupils can be safe and happy.

- Line up quietly when asked
- Stand in line safely, no pushing or overtaking
- Speak quietly in the Hall at dinnertime
- Walk quietly down corridors
- No playing in the toilets

Lunchtime staff promote good behaviour by awarding raffle tickets. At the end of each week raffle tickets are drawn and children are awarded small prizes.

### Sanctions at lunchtime

Verbal warning and reminder of the peace commitments, highlighting which commitment they are not following.

If children require “time out” at lunchtime they will be told to sit on the bench (KS1) or stand by the wall (KS2) in the playground for a specified amount of time, or until they are ready to behave appropriately.

If poor behaviour continues the behaviour lead or head teacher are to be asked to come and speak to child or remove the child from the situation that has occurred.

KS2 football – there will always be a referee on the football pitch during lunchtimes. This referee has the final say on any decisions that are made. They have the powers to give the children yellow cards (5 minute sin bin) and red cards (sent off the pitch and then miss the next weeks’ worth of football).

Outstanding behaviour can be spotted by any member of staff for children showing exceptional behaviour. If a child receives Outstanding then a phone call is made home and a reward is given in assembly along with 5 dojos.



Good Job is when children in class are showing exceptional learning above and beyond that of their peers. The children are rewarded with 3 dojos each time they receive Good Job.



This is where every child starts new sessions. This gives each child the opportunity to keep themselves where they are or impress to move up to Good Job or Outstanding. If the children stay green all week they are 'Evergreen' and will receive a sticker, stamp and 5 dojos as a thank you. This will be given to the children by a senior leader or an adult who isn't the class teacher.



A child who cannot follow the class behaviour policy may find themselves on Warning for their behaviour. This behaviour can be turned around by the end of the session with the child returning to Ready to Learn. Some children may need to go to Consequence



Consequence behaviour is exceptional behaviour where the child has been unable to modify their behaviour. If this happens then reflection happens (KS2) during their lost lunchtime. A phone call home is made to ensure that messages are passed home.





Reflecting on my behaviour: Name: ..... Date .....

Reasons for my behaviour

Description of my behaviour

Consequence of my behaviour

To improve my behaviour, next time I will...

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Signed by Pupil \_\_\_\_\_

Signed by Teacher \_\_\_\_\_