

Toll Bar Primary School

Behaviour Policy

At Toll Bar Primary School we have a positive approach to Behaviour Management. We aim to provide a safe, inclusive environment where children are valued, esteemed, praised and have a voice which will be listened to with respect. To help us achieve this we have clear, consistent school rules / learning behaviours which all children are expected to follow.

CORE SCHOOL RULES / LEARNING BEHAVIOURS

- I will always be polite and show respect to everyone
- I will listen to others and do as I am asked
- I will work hard and always try my best
- I will respect things that belong to other people
- I will always move around school in a safe manner
- I will have good manners and consideration to all

We have high expectations for our children's learning and behaviour and this is promoted through our personal, social, health and citizenship education (PHSE), which develops the emotional health of our pupils.

Behaviour management

Behaviour management consists of three parts:

- ✚ Rules / Learning behaviours
- ✚ Rewards
- ✚ Consequences

Rules / learning behaviours should be observable, specific and applicable no matter what activity or which adult is in the class.

Teaching the rules

Positive behaviour management underpins everything we do in school. The rules / learning behaviours are therefore taught and consolidated regularly. We do this by:

- ✚ Explaining why classroom rules / learning behaviours are needed
- ✚ Teaching the rules
- ✚ Checking for understanding

- ✚ Discussing and explaining the rewards system
- ✚ Discussing and explaining the reasons for having consequences.
- ✚ Teaching the consequences
- ✚ Checking for understanding of the consequences
- ✚ Staff to remind pupils of the school rules every morning and every afternoon
- ✚ Every morning and afternoon staff to remind pupils that every child and adult has the right to feel safe, to learn and to be treated with respect

Positive reward strategies

We encourage children to behave in a positive way by recognising when they make the right choices about their behaviour in school. Some of the ways we do this are:

- ✚ **Praise** – this is the most effective way to encourage positive behaviour. We do this by:
 - ✚ Verbal praise and a smile!
 - ✚ Positive body language
 - ✚ Reward stickers
 - ✚ Good news home
 - ✚ Behaviour award – recognise small steps/achievements
- ✚ **Individual reward**
 - ✚ Children work towards the Head Teachers Award
 - ✚ Writer of the work
 - ✚ Achievement assembly- Learner of the week for behaviour
- ✚ **Whole class reward**
 - ✚ Golden time
 - ✚ Extra treat time!!
 - ✚ Team points
 - ✚ Secret Agent
 - ✚ KS2 reward chart linked to independent learning time

We encourage children to take responsibility for their own behaviour by applying fair, consistent consequences when children choose not to follow the school rules / learning behaviours.

Teaching sessions

If a child chooses to break a rule / learning behaviour in school a consistent set of actions are taken by all staff:

- ✚ First response – verbal prompt reminding child of expected behaviour.
- ✚ Second response – verbal warning again reminding of expected behaviour with warning of consequence / linked to golden time
- ✚ Third response – 5 mins out in another class with a timer.
- ✚ Fourth response – send to Deputy /Head
- ✚ Final response- contact parents

Staff to speak calmly at all times, as a last resort Head and Deputy to speak sternly.

Time Out Arrangements

Sycamore → Foundation

Chestnut → Willow

Willow → Chestnut

Oak → Cedar

Cedar → Oak

Serious incidents

For more serious issues such as severe violence, fighting, violence against staff the child would immediately be sent to the Head or Deputy. Parents would be informed by phone or letter and a meeting arranged to discuss the incident.

Exceptions to the rule

Some children with specific difficulties who are subject to Statements of educational need, IEP's or IBP's may need an additional response in which TIME OUT is used to provide the child with both the time and environment required for them to calm down and return to the classroom. This keeps the disruption of other children's learning to a minimum and offers a realistic solution for the child in question.

Staff trained in team teach will use according to guidelines and school policy. (See Control and Restraint policy)

Some vulnerable children have risk handling plans which should be followed by all staff at all times. A child's TA should be sent for to deal with the situation.

Intervention and support

If there is a concern about a child's behaviour, strategies will be put in place to support the child, eg:

- ✚ Home/school book introduced to maintain effective communication between school and home.

- ✚ Lunchtime club
- ✚ Regular meetings with parents/carers to discuss behaviour.
- ✚ Behaviour contract between school, home and the pupil.
- ✚ An IEP/IBP at school action or school action +.
- ✚ Rewards
- ✚ Sessional Behaviour Chart
- ✚ Class record books

Parental involvement

Any concerns about a child's behaviour will be discussed with parents/carers at the earliest opportunity. They will be informed of any strategies/interventions being used in school to support their child.

Opportunities are made to discuss IEP's, IBP's and parents are invited to attend review meetings.

School visits

School reserves the right to refuse to take a child who after a risk assessment, may compromise the safety of others and / or themselves.

Exclusions

On very rare occasions, the exclusion of a child may need to be considered as a last resort, when all other sanctions have been unsuccessful.

Non Teaching Sessions

Playtime

PLAYGROUND RULES

We always:

- Ask an adult before leaving the playground
- Care for our playground
- Respect the playground equipment and return it to where it belongs
- Try to include others
- Speak with respect to children and adults
- Line up calmly when told to come in
- Tell the truth
- Go outside with a coat on

We never:

- Use bad language
- Hurt other children
- Fight or play fight
- Spoil others games

- Play in the toilets

All adults supervising playtimes look for opportunities to praise children for appropriate behaviour. All adults supervising playtimes should follow these steps:

1. First time- a verbal warning should be given with a reminder of expected behaviour
2. Second time- the child stands by the wall
3. Third time- the child is sent in to the TA on duty

Wet Playtimes

- Staff to look after their own classes on wet playtimes in their own classroom
- A rota will be in place for the computer room

Lunchtime

1. Praise
2. Dinnertime supervisors to give out stickers for good behaviour

All adults supervising lunchtimes should follow these steps:

1. First time- a verbal warning should be given with a reminder with a reminder of expected behaviour
2. Second time and subsequent times- name to be recorded in lunchtime book

For serious incidents child to be sent in to TA on duty.

Copies of dinner hall rules and packed lunch rules are clearly displayed in the relevant rooms and should be discussed with the children regularly to ensure understanding.

Wet Lunchtimes

- F2 and Sycamore to go over to Foundation with a lunchtime supervisor
- DVD in the computer room with a lunchtime supervisor
- Rota for the computer room – to be picked up by class teacher
- 12.15 - All school dinners in the community room – collected by Class by lunchtime

Staff Rules

- All children to be treated equally – no favouritism
- Walk children down the corridors at all break and assembly times
- When dealing with behaviour issues, don't say 'please' not asking them to do something, but telling them and say thank you and not allow them an option or discussion, turn away to show that the discussion is over
- **WHEN and THEN are very powerful words**
- Leave staffroom on time at break times
- Ensure children arrive on time at the Dinner Hall
- Ensure children have their coats when needed and take them to the dinner hall.
- Model the behaviour you want from the parents
- Provide a welcoming environment for parents
- Good behaviour should be drawn to parents attention
- Only discuss positive issues in front of the children or other parents

- Staff should respect the difficult role many parents have
- Time should be taken to explain incidents and school procedures
- Class rules to be written after discussion with the class at the beginning of each year and reviewed termly.

We treat all children, whatever their gender, ethnic group or disability, fairly and equally and apply this behaviour policy in a consistent way.

We believe that if everyone follows these simple rules our school will be a happy and safe place to work, learn and play!

This behaviour policy is to be followed by all staff in school.

Date of review – November 2014

Date of next review – November 2015

Signed

Date

See other policies
 Anti-bullying policy
 Disability Discrimination policy
 Equal opportunities policy
 See attached
 Dinner hall rules
 Packed lunch rules