

Tadworth Primary School

Behaviour Management Policy

Draft Spring Term 2012

We aim for Tadworth to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school
- To create a positive and orderly atmosphere which supports teaching and learning
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards and sanctions
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

At Tadworth Primary School we...

- use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours
- take a personal interest in the progress and welfare of every child
- expect all staff to take responsibility for promoting good behaviour at all times
- expect all staff and visitors to the school to act as positive role models
- seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child
- always take unacceptable behaviour seriously
- believe that it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties
- seek to identify and address any persistent difficulties
- ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach
- greet children warmly regardless of any undesirable events on the previous day
- challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- ensure that vulnerable children – such as those with special educational needs, physical or mental health needs - receive sensitive and well-matched behavioural support

The School Rules

At Tadworth Primary School we have developed with the children and staff a set of rules designed for everyone to follow which we refer to as the Golden Rules.

The Golden Rules

- We are kind, helpful and polite to everyone
- We follow instructions the first time
- We keep our hands and feet to ourselves
- We walk quietly and sensibly around the school building
- We dress smartly and look after equipment and belongings

They are clearly displayed in every classroom and around the school. At the beginning of each school year, the classteacher and teaching assistant go over the Golden Rules with their class to ensure all children are familiar with them. Children are taught to observe others following the rules (acting as role models) and to refer to them if mistakes are made. The rules are often referred to in assembly and all staff take responsibility in ensuring that children follow them.

Roles and Responsibilities

At Tadworth Primary School, we believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone. Staff:

- Class teachers endeavour to ensure that their children behave well at all times, following the Golden Rules, even when they are not present
- Teachers contribute to the open door policy for parents and deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate
- Staff keep a record of significant incidents/log of behaviours for identified children which is monitored and reviewed by the Leadership Team
- Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in the above
- The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact

Parents

- Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can gain the full support of parents when dealing with any child's behaviour as documented in the Home/School Agreement (see appendix 1)
- We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the Headteacher, who will take appropriate action
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher

Governors

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing the effectiveness of the policy
- The Governors support the Headteacher in carrying out the policy

Tadworth Primary School – Behaviour Descriptors Grid

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between a positive attitude towards rewards and sanctions to encourage good behaviour which is clearly documented in our behaviour grid (see appendix 2).

The behaviour grid is used for guidance and every incident needs to be considered on its own merits. It considers behaviour in the classroom, around the school, on the playground and when out representing the school (e.g. on a school trip/visit; when wearing the school uniform to and from school).

PSHEC and School Council

Each class has time for PSHEC (Personal, Social, Health Education and Citizenship). During these sessions we follow the primary curriculum and SEAL (Social and Emotional Aspects of Learning) programme as well as discussing issues causing concern, the impact of the problems and how we might go about solving them. Each class (except Reception and Year One) has a class representative on the School Council. The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects.

Supporting children with additional needs

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children they may have a specific underlying condition/need which should be taken into account. Approaches used to support these children could include:

- Discussion with the child about their behaviours

- Continued involvement from and liaison with parents
- Close liaison with the Special Educational Needs Co-ordinator (SENCo)/Deputy/Headteacher
- Work suitably differentiated to match the child's needs
- Providing additional support in liaison with the SENCo
- Involving external agencies
- Implementation of a behaviour plan
- Investigating options for alternative provision (dependent upon criteria, availability etc.)

Any approaches used will be reviewed regularly and adapted as necessary

Bullying

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying will be dealt with very seriously and in accordance with the school's Anti-Bullying Policy.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to children that such practices are unacceptable and will not be tolerated.

In the Playground

At lunchtimes and playtimes, our staff's main purpose is to keep our children safe and following the Golden Rules.

- For 'unacceptable' behaviours the lunchtime staff may refer to the senior midday supervisor
- If the matter is 'dangerous/severe' the child(ren) should be taken to time out (a designated room in school) where a member of the teaching staff will assess/deal with the incident

Resolving problems

Being fair is of upmost importance. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with in line with 'Restorative Approaches' which we use at Tadworth.

The principle is that the child causing harm is held to account for their behaviour.

This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused and
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time

There is a range of restorative approaches and it is important that they are used in conjunction with – not in place of – sanctions.

Screening and Searching

The Code of Conduct makes it quite clear what items are prohibited at Tadworth Primary School. The staff reserve the right to screen all children for banned objects – this may involve asking them to turn out their bags or searching children's trays (for more detailed information about this and confiscation and disposal see Appendix 3).

Use of Physical Intervention

At Tadworth Primary School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children the use

of restrictive physical intervention may be needed. (see 'Touch and the use of Restrictive Physical Intervention Policy')

Exclusion

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Headteacher or in his/her absence a designated representative, normally the Deputy Headteacher. Where exclusion is used the school conforms to the Surrey CC and DfE Guidance. If a child is excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of an exclusion, temporary alternative arrangements for schooling, will be made for the child. In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Tadworth Primary School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Tadworth Primary School children.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Education Officer (LEO) and dealt with using the Surrey procedure. (See Appendix 3 for further information)

Success Criteria

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed in the school
- All children, staff, parents/carers and all associated adults know and understand the Golden Rules and adhere to them
- Expectations and standards of behaviour are consistently high
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development
- Parents feel that the school deals effectively with unacceptable behaviour
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promotes a positive approach
- Visitors are made to feel welcome by children and staff

Communicating the Behaviour Policy

The Behaviour Policy is circulated to parents (in a summary form) and staff and discussed with the children at least annually. It is available on the school's website and front Reception Desk in paper form, on request. Any parent wishing to see the full policy can request it from the front Reception Desk.

Staff training

The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

Strategies for children in transition

New children will be made aware of expectations via the Home/School agreement which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the Golden Rules and are aware of the systems for rewards and sanctions.

Monitoring and Review

The success of the school's Behaviour Management Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Headteacher)
- Analysis of tracking data for individual children and for cohorts (class and individual logs)
- Termly Inclusion Review (carried out by Inclusion Leader on particular groups of children such as vulnerable, SEN, LAC, those with a disability)
- Analysis of exclusions data
- Termly monitoring procedures by the Standards committee
- The School Development Plan (SDP), which is used for planning and monitoring provision within the school
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

Who was consulted?

Governors (see Statement of Principles Appendix 4), staff, children and parents were consulted during the development of this policy. Advice was also sought from external professionals from Surrey County Council (Behaviour Support Team) and the Surrey Schools training provider Babcock 4S (Behaviour and Attendance Consultant).

Policy reviewed	Spring 2012
Date of Governor approval	CofG Actions – Draft approved December 2011 FGB to approve January 2012
Review date (annual)	Spring 2013

Linked policies/procedures

Anti-Bullying	Touch and the use of Physical Restraint
PSHEC	Special Educational Needs
Child Protection and Safeguarding	Home/School Agreement
Allegations of Abuse against Teachers and Other Staff	Complaints Procedure (responding to Parents concerns)
Equalities Policy (under development)	

Appendices

Appendix 1



Tadworth Primary School Home / School Agreement



*'ready, willing and able to meet
the challenges of the future'*

Tadworth Primary School
Heathcote
Tadworth
Surrey
KT20 5RR
01737 354541

www.tadworthps.surrey.sch.uk

Children

To help myself at school I will do my best to:

- Follow the Golden Rules
 - Be kind, helpful and polite to everyone
 - Walk quietly and sensibly around the school building
 - Dress smartly and look after our equipment and belongings
 - Keep my hands and feet to myself
 - Follow instructions the first time
- Be a good friend
- Work hard
- Be ready to start each day on time
- Enjoy school and help other children to do the same
- Read daily at home and complete any homework
- Talk to a grown up if I am unhappy about something

Pupil:

School

To help your child at school we will endeavour to:

- Provide a safe and friendly atmosphere
- Provide a high quality and creative curriculum that meets the needs of your child
- Encourage children to work hard and behave well
- Share information with you about your child and keep you informed as to how your child is getting on
- Promote the importance of regular attendance and punctuality
- Actively welcome you into the life of the school
- Communicate with you via the website, Tadworth Times and texts, about events and key dates during the year
- Provide a range of resources to support children's learning
- Involve other professional services when necessary (with your permission)
- Be available, by mutual agreement, to discuss any concerns you might have about your child's progress or general welfare
- Set homework which helps to reinforce skills learnt in school
- Provide a range of extra-curricular activities designed to enrich the children's school experience
- Contact you if there is a persistent problem concerning your child's attendance, punctuality or behaviour

Classteacher:

Parents/Carers

To help my child at school I will endeavour to:

- Encourage my child to achieve their best
- Share books at home with my child
- Ensure that my child arrives at school, on time, and is collected promptly at the end of the day (I will inform the school if my child can make their own way home)
- Contact the school (by 9.30am) if my child is absent
- Support the school policies and guidelines
- Work with the school to encourage good behaviour and manners
- Ensure that my child completes all homework, supporting where necessary, and provide suitable conditions to achieve this
- Ensure my child wears the correct school uniform and is fully equipped for the school day
- Keep school informed regarding any issues at home which may impact on my child in school
- Talk to the school if my child is worried about going to school
- Attend appointments regarding my child's education and health
- Reply promptly to any school correspondence
- Ensure that my child goes to bed at a reasonable time on week days and has breakfast in the morning
- Not take my child on holiday during term time

Parent/Guardian:

Headteacher:

Chair of Governors:

Appendix 2

Tadworth Primary Behaviour Descriptors Grid

This grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, circle time in class and displays around the school. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines. Expectations and consequences will be displayed in classrooms (using age appropriate language).

The behaviour we expect at Tadworth Primary	Rewards /recognition
<p>Children should follow The Golden Rules:</p> <ul style="list-style-type: none">• We are kind, helpful and polite to everyone• We follow instructions the first time• We keep our hands and feet to ourselves• We walk quietly and sensibly around the school building• We dress smartly and look after equipment and belongings <p>Children are expected to:</p> <ul style="list-style-type: none">• Be polite, respectful and helpful to everyone• Be co-operative in lessons• Be considerate, caring and compassionate towards others• Be honest and keen to learn• Be a positive representative of the school• Carry out responsibilities reliably• Work hard to manage conflict• Show good sportsmanship• Listen quietly and know when it's OK to contribute (hands up, talk partner, lolly sticks)• Sit sensibly• Be prepared to have a go• Use their initiative in appropriate ways• Be responsible, pro-active• Demonstrate excellent behaviour because it's the right thing to do• Try to remain calm and patient even when things are difficult• Give a quick positive response to adults' instructions	<p>Good behaviour is predominantly recognised with praise.</p> <p>It might also be recognised in the following (age appropriate) ways;</p> <p>Postcards/note home Stickers & sticker book Zone board Treasure chest / Raffle tickets Class points to earn treat Badges with stickers Certificates 'Pasta' jar to earn treat Taking the class pet home</p> <p>We aim for consistency across year groups where possible/appropriate.</p> <p>Some class rewards are earned over a period of time. However once any reward has been given it will not be taken back.</p> <p><i>NB – we are currently investigating a possible 'house points' system for recognising positive behaviour and good work. This is being discussed in classes and with school council.</i></p>

<p style="text-align: center;">Unacceptable behaviour</p> <ul style="list-style-type: none"> • Goading or provoking others and deliberately getting other children into trouble • Teasing and winding other children up • Spoiling work • Not managing temper appropriately • Being disrespectful • Using swear words or racist language or calling other children names which upset them (including behind a teacher's back) • Disrupting lessons and preventing others from learning • Taking others' belongings • Needing a lot of reminders to follow instructions (age/need appropriate) • Refusing to follow instructions after two warnings and plenty of encouragement • Chasing people when they don't like it • Calling out • Hurting others • Negative peer pressure • Bringing the school into disrepute 	<p style="text-align: center;">Consequences</p> <p><u>KS1</u></p> <ol style="list-style-type: none"> 1) Positive reinforcement 2) Warning / choices & consequences 3) Sit away from others 4) Sent to another class (with timer) / phase leader / deputy / head teacher (dependent on severity of behaviour) for Time Out <p><u>Other consequences:</u></p> <p>Miss playtime Move down zone board Parents informed as appropriate Internal/External exclusion at discretion of head teacher</p> <p><u>Putting things right:</u></p> <p>Apology (verbal or written) or Complete 4Ws sheet – What happened? What rule did you break? Who has been affected? What do you need to do so things can be put right?</p> <p><u>KS2</u></p> <p>As above, but will be age appropriate e.g. straight to No.2 - choices & consequences</p>
<p style="text-align: center;">Dangerous/Severe behaviour</p> <p>Any act which puts other people at risk either physically or emotionally:-</p> <ul style="list-style-type: none"> • Aggressive actions e.g. shoving, kicking or punching in ways which are likely to injure others at any time (including fighting) • Violent outbursts of temper in lessons or playground • Swearing directly at members of staff or verbally abusing them • Misusing objects or equipment in ways which put others at risk • Running out of lessons or attempting to leave the premises, without permission • Deliberate and serious acts of stealing • Deliberate, sustained, vindictive bullying*/victimisation of another person (including racist incidents) • Wilful damage to property or the work of other children 	<p style="text-align: center;">Consequences</p> <ol style="list-style-type: none"> 1) Senior member of staff to be informed and to deal with the incident (restorative approaches to be used) 2) Parent to be notified <p>We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as exclusion.</p>

**see anti-bullying policy*

Time Out

On some occasions it may be appropriate for a child to have 'Time Out' either during a lesson or play time. In class, this may mean sitting away from the others for a few minutes, working at a different desk or in another classroom. Sometimes a child might be taken to work in isolation with an adult. As well as discussing the incident (using the restorative approaches format), children may be asked to write about what happened using the 4Ws format (see below) If the child will not co-operate and leave the classroom when asked, another member of staff is called.

At lunchtimes, children may be asked to come off the playground to go to the Time Out Room. This is overseen by a member of the teaching staff each day (during the lunch hour). Incidents are recorded in the Time Out folder and the class teacher is informed as necessary. As well as discussing the incident, children may be asked to write about what happened using the 4Ws format. (In certain cases e.g. a serious incident, the parents and Headteacher are informed of the incident.)

Time out – the 4Ws

Name:

Class:

Date:

What happened?

What rule did you break?

Who has been affected?

What do you need to do so things can be put right?

Further comments/consequences (from staff)

Discussed with adult:-

Name:

Time/Date:

Appendix 3

Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items

- Searches will be carried out by senior members of the teaching staff
- Searches will be carried out out of sight of other children
- Suspicion may be aroused:
 - As a result of a positive screening
 - Because a child is acting suspiciously
 - Because of something said by the child
- There will always be two members of staff present when a search takes place. At least one of those will be the same sex as the child.
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything
- If pupils refuse to be searched or if they abscond their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called
- All searches will be logged (to include name, year, sex, ethnicity, rounds of suspicion, time and place, who searched, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow-up actions)
- Parents will always be informed if a pupil has been searched and the result of that search

For more information and a list of prohibited items see DfE Guidance:

<http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20guidance%20%20for%20school%20leaders%20staff%20and%20governing%20bodies.pdf>

Confiscation and Disposal

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items eg. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them

Allegations

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Headteacher the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Appendix 4

Statement of Principles as set out by The Governing Body

The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and the parents/carers as set out in Surrey's guidance: "School Discipline and Pupil Behaviour Policies – Guidance for Schools". It should also be in line with DfE statutory and non-statutory guidance.

In particular, the policy and its underlying principles should:

- * Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children;
- * Be so worded that they can be explained clearly to children of any age and level of attainment;
- * Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour;
- * Enhance the safety and welfare of children and staff, and their perceptions of safety;
- * Make clear the links between acceptable children's behaviour and the quality of their learning, by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school;
- * Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour;
- * Promote consistency of application and support appropriate continuing professional development for all staff;
- * Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes;
- * Be transparent and well-focussed on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability;
- * Ensure that vulnerable children – such as those with special educational needs, physical or mental health needs, migrant and refugee children, and looked-after children - receive sensitive and well-matched behavioural support matched to their needs;
- * Ensure appropriate pastoral care for staff accused of misconduct in relation to meeting this policy
- * Be clear on disciplinary powers and actions