



Tollerton School

Tollerton School Behaviour Policy

Policy updated Spring 2024

Review Summer 2024

A handwritten signature in black ink, appearing to read 'K. Smith', enclosed within a hand-drawn oval.

Signed:

Head Teacher

Signed: *N Best*

Chair of Governors

Tollerton School Values: Take Care Perseverance Aspiration Respect Kindness

Principles, Vision and Values

At Tollerton Primary School, we aim to create a caring, kind and happy community, which promotes and celebrates kindness, equality and self-discipline, and where everyone feels safe, valued and respected. We have high-expectations for the behaviour of all members of our school community, and that these high expectations will support pupils to develop their ability to manage their own behaviour.

As with all aspects of school life, this Behaviour Policy supports the delivery of our overall School Vision and School Values as below. In particular, we aim through our Behaviour Policy to promote our values of Take Care, Respect and Kindness.

Tollerton Primary School Vision

Tollerton Primary School work collaboratively and with a clear intent to:

- Nurture all pupils to ensure they are well-rounded and offered both support and challenge to achieve their full potential
- Engage pupils in a broad, balanced, and enriched curriculum
- Celebrate diversity in all its forms so that pupils value themselves and others equally
- Provide opportunities for pupils to develop resilience which will in-turn build self-esteem and self-confidence



Aims

More specifically, our Behaviour Policy seeks to fulfil the following aims:

- provide a happy, nurturing atmosphere in which pupils, staff and parents work together in harmony;
- encourage pupils to be polite, well-mannered citizens who are helpful, supportive and respectful towards all others;
- support classrooms to be calm learning environments where teachers' time is spent teaching and pupils' time is spent learning without behavioural disruption;
- foster a sense of pride in attending our school and being a member of our community;
- ensure everyone's achievements are celebrated and valued;
- develop pupils' self-motivation, independence, perseverance and pride in all aspects of school life;
- foster and promote attitudes of mutual respect and responsibility within an inclusive, caring community (particularly through our teaching of British Values, and in particular – tolerance);
- offer additional protection to those pupils who have protected characteristics or who are more vulnerable to experiencing poor behaviour choices, either as a result of their own choices or those of others;
- promote a shared understanding that bullying of any kind is unacceptable and any incidents will be dealt with quickly and effectively (see Anti-Bullying Policy)
- set clear guidelines for good behaviour expectations throughout the school, through the application of our school values, to empower pupils to make good behaviour choices;

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- set clear guidance for praise, reward and sanctions, which can be followed and implemented consistently;

To achieve these aims, we have developed a Behaviour Policy that seeks to provide consistency and clarity on behavioural expectations and the role of praise, reward and sanction in response.

School Rules



Key behaviour expectations for all members of our school community are summarised by our school rules. These rules were developed through consultation with pupils, staff and parents, with one linked rule for each of our five school values. These rules are designed not only to act as rules, but also as memorable slogans and practical advice for how our school values can be put into action. They are referred to during both praise and sanction, and are explored through assemblies and general classroom discourse.

School rules are displayed throughout school and on our school website. They are displayed on child-friendly, eye-catching posters so that pupils are continually reminded of them. Classrooms do not have individual rules – all classes follow the same school rules.

Rights, Responsibilities and Rules

All members of our school community have a right to be treated kindly, fairly and courteously, and thus it is also expected that each of us fulfils our responsibility to treat others correctly by following our rules and values. In order for the aims of our Behaviour Policy to be fulfilled, each stakeholder group has specific rights and responsibilities to be fulfilled. These are summarised in the following table:

	Rights	Responsibilities
Pupils	<ul style="list-style-type: none"> • have a voice in deciding behaviour rules/expectations; • feel valued and know that good behaviour will be praised; • be able to learn in a safe, calm learning environment; • be treated fairly and respectfully; • make mistakes and have the opportunity to learn from them; • be protected from discrimination and bullying; • have adults they trust and can speak to when they are worried. 	<ul style="list-style-type: none"> • follow our school rules and embrace our school values; • treat others with respect and tolerance, including those who are different than us; • make safe, kind and caring behaviour choices; • take care of their work; • employ self-discipline so that other pupils' learning opportunities are not diminished; • be truthful about the behavioural choices of themselves and others; • accept sanctions when they are given.

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<p>School staff</p>	<ul style="list-style-type: none"> • work in a safe environment where they are treated kindly and respectfully; • have a voice and be listened to on matters of behaviour; • be supported by school leaders, governors, Equals Trust and parents on matters relating to pupils' poor behaviour choices; • exercise their professional judgement on matters of behaviour. 	<ul style="list-style-type: none"> • follow the direction of the Behaviour Policy, with consistency; • treat all members of the school community fairly, kindly and respectfully; • issue praise and reward pupils' good behaviour choices; • uphold high expectations for pupils' behaviour and challenge poor behaviour choices; • embrace and model our school values and rules to set a positive example to pupils; • issue fair, proportionate sanctions, and support pupils to reflect meaningfully on instances of poor behaviour choices; • log instances of poor behaviour choices; • contribute to the development and implementation of Behaviour Support Plans; • protect pupils from bullying, and challenge behaviour choices that discriminate against protected characteristics; • act upon safeguarding concerns that arise as a result of a pupil's poor behaviour choices.
<p>Parents</p>	<ul style="list-style-type: none"> • be treated kindly, fairly and respectfully by all members of the school community; • be informed of concerns about their own child's poor behaviour choices, including sanctions taken (<i>note – parents do not have a right to be informed about the poor behaviour choices of other children, including sanctions taken</i>); • be listened to by school staff when discussing their own child's behaviour; • be supported by school staff on matters relating to their own child's behaviour; • appeal against exclusions. 	<ul style="list-style-type: none"> • treat all members of the school community fairly, kindly and respectfully; • model and promote good behaviours to their own child; • support the school's efforts on matters relating to their own child's poor behaviour choices.

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Governors	<ul style="list-style-type: none"> • be treated kindly, fairly and respectfully by all members of the school community; • be informed about behavioural trends and issues in school; • have a voice in the development and review of the Behaviour Policy. 	<ul style="list-style-type: none"> • treat all members of the school community fairly, kindly and respectfully; • support and challenge the school in its implementation of the Behaviour Policy; • ensure the school's Behaviour Policy is compliant with statutory requirements; • investigate complaints and oversee appeals against exclusions.
Visitors	<ul style="list-style-type: none"> • be treated kindly, fairly and respectfully by all members of the school community; • be informed about the Behaviour Policy and supported to implement it. 	<ul style="list-style-type: none"> • treat all members of the school community fairly, kindly and respectfully; • uphold our school values and model good behaviour choices.

Praise and Reward

It is the responsibility of all staff to manage behaviour effectively and consistently in school so that all pupils can learn and thrive in a calm, purposeful and safe atmosphere.

It is our firm belief that the most effective method of promoting a culture of good behaviour is to continually recognise, praise and reward good behaviour choices. Where pupils recognise that good behaviour choices are respected and appreciated, they are more likely to choose these themselves. However, our aim is not to use praise and reward solely as extrinsic motivators for good behaviour choices, but to highlight what these behaviours are and celebrate their positive impact on others so as to develop all pupils' intrinsic motivation to do the right thing and make good choices that affect others positively. Thus, when issuing praise and rewards, school staff ensure that pupils recognise why they are being praised or rewarded with an explanation of why their behaviour choice has been a good one, often with reference to school rules, values or the impact on others.

Praise can be given in a number of ways and includes the following:

- Oral praise and feedback – this is the key mechanism used for praise given throughout the school day, and it is often given publicly so as to highlight it for others and contribute to a positive culture in the classroom and around school;
- A visit to another member of staff or to the head for praise or recognition, often when positive learning behaviours have resulted in good or improved work;
- Display of work and publishing of pupils' work to celebrate positive learning behaviours;
- The use of dojo points and dojo messages to send positive messages home.
- Inviting parents to see work or sending this home.

Reward systems similarly exist in order to promote good behaviour and achievement, and act as a step up from praise. Rewards recognise a number of achievements, including good

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behaviour choices, positive modelling of school rules and values, learning behaviours that result in excellent work or progress, and notable improvements in behaviour.

Examples of rewards issued in school include:

- Dojo points – a whole-school system making reasons for rewards clear to both children and parents.;
- Class reward systems – these may be different in different classes, created by class teachers to best reflect the age level of the class, however all would follow the same principles in rewarding children for exemplifying our school rules;
- Head Teacher Award Stickers;
- Class Captain, School Captain and Midday Supervisor Captain certificates, presented in Friday assembly and a tea and cake celebration each week.

Sanctions

Behaviour management is a core part of the responsibilities of all adults who work with pupils in our school. School staff have a responsibility to support pupils as they develop self-discipline, the ability to regulate their own behaviour and control of their emotional responses to everyday situations. This means that where pupils make poor behaviour choices, sanctions are used to support pupils' understanding of behaviour expectations, consequences, and the impact of their behaviour choices on others.

Following, or as part of, the issuing of any sanction in school, school staff place an emphasis on supporting pupils to understand the impact of choices they make about behaviour, such as through encouraging them to review their choices and how they could be made differently next time. This provides pupils with an opportunity to take part in restorative practices, such as by making apologies or repairing damage they have caused – children are encouraged to think about what they can do 'to make it right' or how they could make different choices in future.

As part of regular safeguarding training, all school staff are trained to understand and recognise that often a child's negative behaviour may be a way for them to communicate their needs or anxieties, and that school staff have a responsibility to try to understand the reasons why a child may choose undesirable behaviours. All incidents of poor behaviour choices are thus recorded and tracked by the senior leadership team, and school staff regularly evaluate individual pupils' patterns of behaviour to identify any safeguarding concerns.

The issuing of sanctions has a number of steps, which progress according to the severity or repetition of the poor behaviour. These are as follows:

Step 0: Reminders

School staff provide clear and frequent reminders to pupils about their expectations for behaviour so that pupils are able to choose behaviour appropriate to the situation. Such reminders are aimed at eliminating low-level disruption before any escalation may occur, and will often relate to ensuring children are focusing on learning, following instructions, or behaving sensibly. Reminders are not recorded, but may escalate should pupils continue to make the same behaviour choices.

Step 1: Warnings

School staff are attentive to pupils beginning to make poor behavioural choices or failing to respond to reminders, and they should use clear, unambiguous, signalled warnings at an early

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stage to remind pupils about their expectations. Pupils may be given up to 3 warnings before escalation to sanction, however school staff may choose to escalate to a sanction sooner, based on their assessment of the individual circumstances and professional judgement (such as if a pupil refuses to comply with an instruction). CPOMS is used to record any instance where a child has reached 3 warnings, and thus a sanction has been issued.

Step 2-4: Sanctions

Sanctions are used on those occasions when a child has broken the school rules. This may be as a result of one particular poor behaviour choice, or as the result of warnings failing to affect a positive change in persistent low-level behaviours. There are three levels of behaviours that may result in sanctions:

Step 2) Persistent low-level behaviours:

When pupils exhibit low-level poor behaviour choices, they are given a up to 3 warnings. If they continue to repeat the behaviour, they receive an appropriate sanction. If they still repeat the behaviour after the sanction, they are sent to the Head Teacher or a senior leader in school. Sanctions for low-level behaviours are recorded on CPOMS following 3 warnings or escalation to Step 3.

Examples of persistent low-level behaviours in school include, but are not limited to, the following:

- low-level disruption in class – shouting out, silliness, distracting others etc
- refusal to comply with instructions
- lower-level incidents of unkindness – not sharing, snatching, pushing in etc

Step 3) Poor behaviour choices

Where pupils make poor behaviour choices that are deemed to be above those listed above, they may receive an immediate sanction without prior warnings. Dependent upon the circumstances, this sanction may be issued by the class teacher, or the pupil may be referred to a member of the senior leadership team. Poor behaviour choices are recorded on CPOMS.

Examples of poor behaviour choices in school include, but are not limited to, the following:

- unkindness to others – name calling, deliberate exclusion from games etc
- swearing or using inappropriate language
- damage to property
- rudeness to adults or insubordination
- unsafe behaviours that put the pupil or other pupils at risk
- stealing

Step 4) Serious behaviour incidents

Serious behaviour incidents are referred immediately to the Senior Leadership Team. Serious behaviour incidents are recorded on CPOMS, and parents of children involved are usually contacted. Examples of serious behaviour incidents include:

- child-on-child physical violence / aggression
- physical violence / aggression towards member of staff
- spitting at another person

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- use of any item as a weapon
- incidents relating to on-going patterns of bullying, including online bullying
- racism or any form of discrimination against a protected characteristic
- sexual violence or sexual harassment

In all cases, where sanctions are issued these are proportionate to the severity and circumstances of the behaviour. Sanctions include, but are not limited to, the following, listed in order of escalation (underlined sanctions may only be issued by the Headteacher or Senior Leadership Team):

- Moving child to a new position within the classroom;
- Referral to one of the school's senior teachers who will discuss behaviour with the child;
- Missing part of a play or dinner time (may include staying in and talking to a member of staff, continuing to finish a piece of work or appropriate action);
- Working in a different classroom for a portion of the day;
- Parents contacted in to discuss behaviour;

- Removal from the classroom to work in the Headteacher's office;
- Internal exclusion (loss of all break and lunchtimes for a fixed period);
- Lunch time exclusion;
- Fixed term suspension;
- Permanent exclusion;

Suspensions

It is very rare for the school to have to move to suspend a child. If this is an appropriate course of action to take – taking into consideration any special needs the pupil might have or the home circumstances of the pupil – an exclusion may be processed by any member of the senior leadership team. Due regard to the Local Authority's guidance and procedures for suspension will be followed and the Admissions officer within the Local Authority will be consulted to ensure forms and procedures are the most up to date and legally accurate.

The process will be fully documented and governors will be informed.

Suspensions are usually for a fixed period of days and parents given 24 hours' notice. A permanent exclusion is always the last resort. We work within the authority's guidelines, which accommodate any appeal from parents.

Behaviour Support Plans

Where a pupil's behaviour poses significant concerns, or where a child's behaviour puts them at risk of exclusion, school leaders may implement a Behaviour Support Plan. A Behaviour Support Plan is designed to be bespoke to each individual pupil, and take into consideration the individual circumstances of their behaviour from a holistic perspective, including their individual triggers, signs that their behaviour is changing, and strategies and specific language that are and are not effective for that pupil. A Behaviour Support Plan includes aims for the individual pupil and strategies that will be implemented, and its creation should invite input and collaboration from school staff, parents, and the pupil themselves. Behaviour Support Plans are reviewed and updated termly. Behaviour Support Plans may also be implemented for

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pupils with SEND whose needs relate to behaviour – in these instances, Behaviour Support Plans work in tandem with other documentation relating to the pupil's SEND status, and the SENCO will be involved in its creation, implementation and monitoring.

Coping with Risky Behaviours/Physical Intervention

Very infrequently, pupils' behaviour requires school staff to intervene to prevent harm to the pupil themselves or other pupils. Physical intervention is only ever used as a last resort.

A number of staff have received specialised training in Coping with Risky Behaviours (CRB). This training is focussed on de-escalating behaviour in a caring, professional and safe manner. All school staff have authority to use physical intervention when this is deemed necessary and all other options have been exhausted or deemed to be insufficient. All incidents, where this level of intervention or restraint has been necessary, are recorded on CPOMS and discussed with parents. Incidents of physical intervention are reported on anonymously to school governors. See separate policy on physical intervention.

Recording, Monitoring and Analysis of Behaviour

Recording and monitoring of behaviour incidents enables analysis so that trends can be identified. Such trends may be at the level of individual pupils or year groups, specific types of incidents at whole-school level, pupil groups and protected characteristics. Response to analysis of behavioural patterns supports the following:

- Providing the appropriate support to individual pupils;
- Providing the appropriate training and support to staff;
- Considering how organisational changes (for example, moving a queue or structured playtimes) can reduce the incidence of poor behaviour;
- Protecting pupils with protected characteristics;
- Identifying patterns of bullying;
- Identifying pupils who may have safeguarding or other needs.

Harmful Sexual Behaviour

Through our PSHE program, internet safety and DART (in Y6) we educate pupils around harmful sexual behaviour and about consent and healthy relationships. Although pupils don't necessarily know the term 'consent', they are taught the concept right from Reception class through our PSHE program. Our educational program aims that we have no, or rare incidences of, sexually-related behaviour. Our staff and governors are kept updated on harmful risky behaviours and have knowledge of 'Sexual violence and sexual harassment', which since September 2022 has been included within Keeping Children Safe in Education. Where necessary we would follow the Pathway to Provision if extra support were required over and above our own pastoral support, such as through Early Help.

Staff are supported to have a good awareness of the signs that a pupil may be being neglected or abused, such as through annual safeguarding refreshers, staff meeting refreshers and the sharing of any updated guidance through the year. Pupils are supported to report concerns about harmful sexual behaviour (via PSHE, internet safety and DART) and all allegations are

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taken seriously and reported via CPOMS to the designated safeguarding lead. Staff are then confident in knowing how to handle reports and who to go to for further support.

Equality Act

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being disadvantaged. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. If necessary, the school will seek guidance and support from other appropriate agencies.

Lunchtime behaviour management

High expectations of pupil behaviour remain through lunchtime, however school leaders recognise that additional and specific procedures are required to ensure the smooth running of lunchtimes.

In addition to the usual school rules, during lunchtime, the following specific behaviours are expected of all pupils:

- pupils walk around the hall calmly and quietly
- pupils behave sensibly at the dinner table
- pupils eat their meals using good table manners
- pupils address midday supervisors politely, and follow their instructions
- pupils say please and thank you

At the end of lunchtime, teachers collect children from the playground, which enables midday supervisors to pass on any incidents of poor behaviour over lunchtime. Teachers will then issue sanctions in response.

Midday supervisors follow the following guidance when challenging poor behaviour choices:

- issue an initial warning;
- if the warning is ignored they can then issue a sanction – in the first instance, this will include standing alongside the midday supervisor for a portion of their lunchtime.
- If after a sanction is given and the behaviour continues – the midday supervisor can send the child in to see a senior leader.
- If there is physical violence or racism/discrimination of any sort the pupil will be sent straight to the Head Teacher, or in their absence a senior leader.

Midday supervisors can easily reward a pupil with stickers or dojo points and use positive praise to encourage positive behaviour.

Other linked policies:

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Anti-bullying (including measures to prevent bullying, cyberbullying and prejudice-based and discriminatory bullying).

Child-on-Child Abuse

Child Protection

Physical Intervention

RSHE