

BEHAVIOUR POLICY

Teachers should be free to teach

Children deserve to be free to learn and play

No-one has the right to stop them

The purpose of our Behaviour Policy is:

- to help ensure that behaviour problems do not arise in the first place or are minimised;
- to provide procedures and guidelines for fair and consistent responses to children's behaviour for all staff, parents and governors and anyone working within our school;
- to demonstrate and articulate our aim to promote positive behaviour and outline ways in which we intend to do this;
- to encourage children to value and respect all those whose work is connected with the school and to treat them with courtesy and consideration;
- to endeavour to create a rich learning environment in which each child is able to achieve the highest possible standards in work and behaviour;
- to involve parents in an effective partnership with the school and their children's education.

The behaviour at Tower View is good and almost all of the children behave well almost all of the time. This policy will outline the rewards for good behaviour and also the sanctions that can be put in to place for poor behaviour. Where possible, praise should be given publically and sanctions and reminders should be given privately to maintain and retain self-esteem.

At Tower View, we believe that personal and social education is vital to the development of the whole child. We believe that children are individuals with individual needs and attempt to meet their needs as effectively as possible.

We aim to encourage:

- mutual respect.
- self discipline.
- self esteem & identity.
- the ability to evaluate and reflect upon the opinions of others.
- forgiveness

Children's efforts to behave well will be acknowledged, supported and rewarded.

We understand that each child has individual needs and there are times when some children may need some extra support.

We aim to make children aware of the high expectations staff and parents have for each child's behaviour.

We aim to create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect for all members and where there is proper concern for the environment.



Curriculum and Environment

A relevant and appropriate curriculum is an essential factor in ensuring good behaviour. Where pupils are motivated and are taught through a range of teaching styles to secure interest, good behaviour will be the norm. Our PSHE programme is designed to contribute to the development of positive relationships.

Positive Behaviour Strategies

The following are strategies used by staff at Tower view to manage behaviour in a positive, pro-active way.

- all adults in school act as positive role models for all children
- be positive
- always listen to children
- highlight any unwanted behaviour not the child, and always praise a child for choosing a positive action
- display expectations clearly e.g. school rules
- be consistent in our expectations and use direct teaching about courteous behaviour
- always warn the child in private before giving a sanction.
- avoid conflict by giving choices
- praise good behaviour before highlighting inappropriate behaviour
- explain requests as appropriate and let children know the reasons for the sanctions.
- talk through conflicts using a restorative approach
- give children jobs or responsibilities as appropriate.
- value children's ideas

Rewards

We aim to ensure that all children receive positive rewards. These are awarded in classes, in assemblies and at lunchtime. Rewards are also displayed in the classroom.

Teachers use a range of strategies to reward positive behaviour, these may include:

- Verbal Praise
- House Points (KS2)/ Super Sticks (EYFS/KS1)
- Star of the Week Certificates – awarded in Friday's achievement assembly
- Lunchtime – lunchtime staff can award certificates in Friday's achievement assembly to a class in the infants and a class in the juniors
- Communication to home
- Class specific rewards.



Behaviour at Tower View

Our school rules are simply:

Ready

Ready to listen

Ready to learn

Ready to go to play

Respectful

To their peers

To adults

To the school

Safe

With the people around them

In the environment

In their activities

The language of **ready**, **respectful** and **safe** is displayed and used in all classroom and in conversation with children at every opportunity to praise – but also to re-direct when required.

Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.
- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Behaviour management in the classroom

To support management of behaviour in the classroom, staff will follow the steps below. Scripted support for staff is available in Appendix 1 of this policy.

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

Reminder

Gentle encouragement, a 'nudge' in the right direction. This may be non-verbal or a quiet verbal reminder.

Take up time

Warning

Where the reminder has not been successful in changing the behaviour, a further conversation will be required between the teacher and the pupil – **delivered privately** whenever possible.

Take up time

2 mins + last chance



When the private chat has not been successful, a final conversation will be required between the teacher and the pupil – **delivered privately** whenever possible – with the sanction of 2 minutes of further conversation after the lesson at the next natural break. *Not to be negotiated/removed/ reduced/substituted

Lots of take up time

Time out

This will be within class or in an agreed space. Removal from lesson is a sanction in itself.

Teacher's choice

Following the need for a time out the next step is 'teacher's choice'. This may be one of the following: Quick catch up, restorative conversation, imposition, detention or natural consequence

Catch up

Behaviour that results in a child needing time out may need no further action. However, it is very important, to catch up with the student before the next session, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate. This could take place with the pupil at the end of the day, on the playground, or even phone call home.

Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

Imposition

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned before the start of the next day. Impositions are ideal for students who have not completed work due to their poor behaviour..

Detention

5 minutes at breaktime or 10 minutes to think about what happened at break or lunch can be enough. Lengthy detentions served days after the incident don't make the point or teach anyone better future

behaviour. Any detentions should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Additional consequences	
Communication with parent/ carer	<p>If a child has two incidents in a week requiring intervention for their behaviour, the class teacher may choose to inform parents via Arbor or a verbal private conversation.</p> <p>On a case by case basis, sometimes a daily 'how's it going?' conversation might be needed.</p>
A formal meeting with SLT and parents/ carers.	<p>If a child has regular incidents requiring reflection, a meeting with SLT (and parents/carers if useful) will be arranged.</p> <p>At this point, an individual behaviour plan or home/ school diary for the child will be considered.</p>
Weekly behaviour meetings	<p>Where this continues, weekly meetings with parents, class teacher, SLT and the child may be held. This will be used to explain the consequence escalation that will take place if behaviour does not change but also the support that school will put in place to help the child change. Teachers, the pupil and parents should be given monitored responsibilities, the effectiveness of which should be reviewed at meetings.</p>

Individual Behaviour Plans

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

If a child's behaviour is persistently a cause for concern then a meeting will be arranged between the parents, class teacher and a member of senior staff. At this meeting, parents will be given the chance to put forward their viewpoints including information about home behaviour; the school will present a view of school based behaviour. The meeting will be used to explore strategies for positively improving behaviour which may be recorded on an Individual Behaviour Plan. Further meetings will be arranged to assess the progress and impact of the plan.

It may be deemed necessary in some instances to look for support from the Behaviour Support Service. This would always be discussed and agreed with parents prior to any referral being made.

Serious Incidents

In these cases, a child is sent straight to the Headteacher.

Serious incidents may include:

- unprovoked displays of violence and aggression
- planned violence or intimidation of another child
- offensive outbursts of bad language
- racist or homophobic language
- carrying weapons including improvised weapons
- arson attempts
- violence and or threatening behaviour towards staff members
- carrying illegal substances
- consistent and constant disruption

Behaviours such as these may result in a suspension, at the headteacher's discretion, depending on the context. In these cases, the parents would be contacted formally using Staffordshire's standard exclusion letter format.

Playground Behaviour

Lunchtime supervisors and teachers work together to monitor both positive and negative behaviour in the playground. The lunchtime supervisors will provide feedback to staff verbally regarding any pupils behaving badly.

Positive behaviour includes:

- being helpful to other people.
- staying calm
- checking to see if an action was an accident before responding.
- always trying to be sensible.
- being thoughtful about everybody, not just friends.
- making a noticeable improvement in behaviour over the week.

Lunchtime supervisors are able to give out house points for positive behaviour.

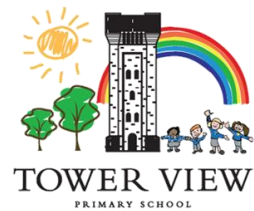
As in the classroom, the lunchtime supervisors will follow a system of sanctions. Sanctions for the playground will be the same at break and lunchtime and will follow as near as possible the lesson-time system to avoid confusion for children and staff alike. We expect all children to follow instructions the first time and show respect for all adults.

If a child gets to Step 3 this should be communicated to the class teacher at the end of the playtime/ lunchtime.

A full script and steps to support lunchtime behaviour is included for staff in Appendix 2.

Homework

Non-completion of homework is dealt with outside of this policy. Children who do not complete their homework will be provided with time to complete their homework at school. Regular non-completion of homework may result in a letter being sent to parents to remind them of the importance on supporting the school and their child by ensuring that homework is completed.



Bullying

Bullying can take many forms including verbal abuse, cyber bullying, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At Tower View no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue regularly in assemblies and through the curriculum. Children are encouraged to confide in any member of staff and to provide support for each other. Bullies, by their very nature, also need support to modify their behaviour.

Staff are aware of vulnerable areas around the school and ensure they are monitored appropriately.

Each year there is a week where there is a specific anti-bullying theme to learning – this is normally linked to the national anti-bullying week.

Racism

At Tower View our wish is to develop in every individual a sense of self-worth and respect for others.

There is no place for discrimination in our school.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin, colour, religious beliefs, language/dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into school or in very serious incidents a child may be excluded from school following appropriate investigations by senior leaders. All reported incidents of bullying and racism are officially reported annually to the LA and governors.

We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

Information to Parents

For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.



Effective home/school liaison is very important. We do expect to be given the full support of parents in dealing with their child's behaviour. We encourage parents to keep us informed of behaviour difficulties they may be experiencing at home and keep the school informed of issues which may affect their children

The school will endeavour to achieve good home/school liaison by promoting a welcoming environment within the school; giving parents regular constructive and positive comment on their child's work and behaviour and by involving parents at an early stage in any problems regarding learning or behaviour.

Parents are expected to behave in an appropriate manner while on the school premises.

Exclusions

Tower View is proud to rarely need to call on the need to suspend or permanently exclude a pupil.

The Exclusion Procedures followed are in line with the Government recommendations .

A suspension: usually half a day or a full day. This will increase if the child's behaviour does not improve.

- If the parents cannot be reached on the day of the incident, then the suspension will be arranged for the following day. We must not see the child on the premises on the exclusion day. For some pupils it may be decided to impose the exclusion on the school premises with supervision. Teachers will provide the work for the child.

Permanent exclusion is very rare and is for extreme violence and behaviour and persistently anti-social behaviour which puts children and/or staff at risk and which significantly undermines the education of others. The clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The governors will be informed annually of the number and types of suspensions/ exclusions.

For further details, please see the Exclusion Policy.

Approved by: Quality of Education Committee

Date: 05/12/20023

Last reviewed on: 05/12/2023

Next review due by: 31/12/2024