



# Tweedmouth West First School

*Respect Responsibility Resilience*

## **BEHAVIOUR POLICY** **November 2019**

(See also anti bullying, e-safety, Child protection and Preventing extremism policies)

### **RATIONALE**

School communities are most effective when their members have high esteem and respect for each other. This in turn encourages the development of self-discipline, enabling children to become responsible members of society. They are also encouraged to extend that responsible attitude to their work and to the order within the school environment.

At Tweedmouth West we believe that we need to look at the child, not the behaviour. Children experiencing behavioural problems need help and understanding.

We are an inclusive school and will try our best to give every child a sense of belonging. This policy relates closely to the Anti-bullying policy and the safety policy.

**Our mantra is:-**

**Respect, Resilience and Responsibility.**

### **Aims**

- .To develop self-esteem as a means of fostering self-discipline.
- To promote understanding and appreciation of the viewpoint of others.
- To learn by our mistakes and to develop resilience.
- To involve the children in the development and understanding of school rules.
- To help children to develop a clear sense of right and wrong
- To help children understand what is meant by bullying so that they can recognise and report bullying and keep our school bully free.
- To develop positive strategies for dealing with children that is fair, caring, consistent and supportive.
- To promote the children's respect for their own and other people's property.
- To maintain a consistent approach by all adults working in the school.

## **Guidelines**

- Parents will be aware of the code of conduct which they are asked to support in the home/school agreement.
- Adults will demonstrate mutual respect as an example to the children.
- There will be a fair and consistent approach to unacceptable behaviour.
- Direct confrontation will be avoided whenever possible.
- Children will be encouraged to reflect upon their actions, suggest possible alternatives and to devise their own rules.
- School rules should be phrased in positive terms and begin with do e.g. walk instead of don't run
- Good behaviour will be praised and rewarded positively in the form of: merit stickers / class points / gold traffic light.
- Lunch time supervisors are asked to "catch" children doing the **right thing** and to make sure the children know what the right thing is.

Staff have an understanding of children's wellbeing effects their behaviour.

Every class teacher is responsible in the first instance for disciplining children, but in the case of serious incidents, e.g. fighting, bullying, stealing, verbal abuse, repeated disobedience, the Headteacher/ SLT should be involved. After implementing the following sanctions, if behaviour does not improve, then formal consultation with the parents should begin.

**Consequences** will be relative to the severity of the situation and will be age appropriate, and match the individual child's need.

We use a traffic light system throughout the school, which goes from gold (for excellent behaviour) – green – amber – red.

All children's' names begin on the green light at the start of each session.

Any child who misbehaves has their name moved onto the amber light which serves as a warning for mild disruption or being off task and is removed if no further misbehaviour occurs during the session.

If the misbehaviour occurs again within the session the child's name moves to the red light and a sanction is imposed.

Sanctions are instant for physical violence or bullying or for more severe misdemeanours.

They may lose all or some of their Golden time.

3 or more misdemeanours within close proximity, usually a week, are the trigger for notifying parents.

Parents will not normally be informed for a single misdemeanour.

Children are discouraged from telling on each other to parents of children who have been reprimanded.

Restorative approaches will be used, to allow children to make amends with other children, and to be able to return to normal classroom life.

Other sanctions include:

- Loss of privilege;
- Loss of break or Golden Time.
- Exclusion will only be used as a last resort or in very unusual circumstances.

Procedures for tackling violent behaviour:  
(incidents of this type are fortunately rare)

Reasonable force may be used by SLT or staff with Restraint training in the event of a violent outburst which threatens the safety of children, staff or others.

The child should be removed from class and taken to the Headteacher's office.

It may be necessary to remove the rest of the class to a safe place until the situation is diffused.

It is important that staff remain **calm** and allow the pupil time to calm down.

Parents must always be informed.

Reasonable adjustments will always be made in consideration of the child's SEND or mental health status.

### **Code of Conduct**

Children in each class compose their own set of rules at the beginning of each school year.

This is the code of conduct we expect from all children in this school.

- Children should always try to understand other people's point of view.
- In class, children should make it as easy as possible for everyone to learn and for the teacher to teach.
- This means arriving in school before 9.00am, with everything needed for the day, including P.E. or field equipment.
- Listening carefully, following instructions and being sensible at all times.
- Children should move gently and quietly about school. This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.
- Ungoverned spaces will be monitored.
- Children should always speak politely to everyone and use a low voice.
- Children are expected to be silent when appropriate.
- Children and staff should keep the school clean and tidy so that it is a welcoming place we can all be proud of. This means putting all litter into bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work.

**When out of school children should always remember that they are representing Tweedmouth West School and behave in an orderly, polite way.**

**Staff are expected to:**

- Consider the causes of any unacceptable behaviour
- Model respectful, considerate behaviour
- Involve pupils in discussion about behaviour and school rules
- Treat all children fairly and with respect
- Talk calmly to children. Shouting is a last resort to gain attention.
- Refer to the behaviour rather than the child – comments should never be personal
- Ensure children are supervised at all times
- Be explicit about unacceptable behaviour
- Be punctual for school sessions and duties
- Provide a challenging, interesting and relevant curriculum
- Listen to children's worries and concerns
- Create a safe and pleasant environment
- Make appropriate modifications to the learning environment to accommodate particular needs.
- Use rules and sanctions clearly and consistently
- Lead by example – modelling positive behaviour in their interactions with children and adults e.g. greeting and holding doors open.
- To recognise each child as an individual
- Be aware of children's needs
- Adhere to the acceptable use policy
- Be aware of their prevent duty in tackling extremism and radicalisation

**Children are expected to:**

- Show respect and concern for all members of the school community
- Work to the best of their ability and allow others to do the same.
- Obey the instructions of school staff
- Take care of property and the environment in and out of school
- Co-operate with other children and adults
- Share worries and concerns with an adult
- Adhere to the acceptable use policy

**Parents are expected to:**

- Make children aware of appropriate behaviour in all situations
- Foster good relationships with the school
- Be aware of the school rules and expectations to support the school in the implementation of this policy.
- Adhere to the acceptable use policy

**Governors are expected to:**

- Be aware of the school codes of behaviour
- Monitor the code of behaviour by visiting the school
- Adhere to the acceptable use policy

**Unacceptable Behaviour**

Whilst most instances of misbehaviour are relatively minor, it is occasionally necessary to deal with more serious concerns involving anti-social behaviour, aggression or very disruptive behaviour, by seeking support from the Behaviour Support team, or the Educational Psychologist.

This is done with parental consent.

**Communicating with parents**

The school endeavours to achieve good home/school liaison by

- promoting a welcoming environment within the school
- Giving regular feedback to parents e.g. parent consultations, conversations at the end of a school day, certificates and stickers.
- Keeping parents informed of school activities
- Involving parents at an early stage in problems regarding learning or behaviour.

**Conclusion**

There must be consistency in approach and commitment to this policy by all school staff to enable this policy to be effective.

(Policy written with support from Achievement for All – 6.11.18)