

Behaviour Policy 2018-2019





TORRIDON PRIMARY SCHOOL

BEHAVIOUR POLICY

Torrison Primary is an inclusive school. We are committed to doing the very best that we can to make sure that every child succeeds. We have a shared responsibility to ensure that we are doing the very best for our children and aim to meet the individual needs of each child wherever possible. At Torrison Primary we aim to engender a passion for learning and the pursuit of excellence in every aspect of our work. We have the highest expectations for ourselves and all of our pupils, aiming for standards that exceed national expectations, both in the core subjects and across the wider curriculum.

We want every child to leave Torrison Primary wanting and determined to make a difference to the world, and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave, and provide them with the academic foundation to enable them to be outstanding individuals in all aspects of their lives.

We want our children to:

- ❖ Be eager and enthusiastic learners
- ❖ Be confident in themselves as learners
- ❖ Understand themselves as learners, being proud of their successes and understanding the next steps in their learning
- ❖ Be emotionally intelligent
- ❖ Be resilient and determined to succeed
- ❖ Be responsible for their actions

We aim to achieve this by:

- ❖ Ensuring that children's achievement is at the heart of our school
- ❖ Valuing and celebrating children's social and cultural diversity
- ❖ Maintaining the highest possible expectations of every child
- ❖ Striving to ensure that every child succeeds
- ❖ Adopting a 'no excuses' attitude towards children's progress and attainment
- ❖ Providing opportunities for our children to develop academically, socially, morally, emotionally and spiritually in a safe and caring environment
- ❖ Working closely with parents and carers to ensure that we are providing the best possible education for our children

Our behaviour policy is designed to achieve the following agreed aims:

1. To create an ethos where:

- Every child feels safe and secure
- Every child feels valued
- Every child develops into a confident individual
- There is a strong climate of mutual respect between all members of the school community, so that relationships are happy and harmonious

2. To develop a community of learners where children are supported to:

- Understand and manage their emotions
- Understand the impact of their behaviour on their learning their peers
- Understand that they are responsible for their own behaviour
- Understand the choices they have in terms of their behaviour
- Enjoy successful social relationships with their peers
- Have positive relationships with adults in school
- Develop the full range of social skills that enable them to take turns, to negotiate, to empathise and to be able to resolve disagreements or conflicts independently and appropriately.

The Torridon Primary Code demonstrates the consistent behaviour we expect from our children at all times.

THE TORRIDON PRIMARY CODE:

1. We work hard and always try our best
2. We are always polite, kind, helpful and honest
3. We always try to keep ourselves and others safe
4. We respect each other and our environment
5. We always walk quietly inside the school
6. We work as a team and value other people

All behaviour is a form of communication.

If behaviour for learning is not at our expected level for all children, we need to think about what do we need to change in order for **all** children's behaviour for learning to be at the expected standard. We may need to ask ourselves about:

*the level of challenge – is the differentiation adequate?

*the timing of the task – is the task too long? Too short?

*the type of activity – could the activity have a more practical element to it? Could the activity be a group or paired task to engage the learning? Is the task appropriate for the individual or should there be a different activity planned that is focused on the next step of learning for that specific group of children or individual?

*support – does there need to be scaffolded in a guided group, individual adult support (SEND), peer support...

All children in the classroom are entitled to make progress in their learning and for their needs to be met – we need to ask ourselves how we can meet their individual needs.

REWARDS

We believe in positive reinforcement which underpins our behaviour policy. Rewards are used to recognise outstanding behaviours which are above and beyond the Torridon Primary code. These actions will show underlying integrity of the pupil. We will use class dojos as a way to monitor rewards and for a visual for the children.

Praise

Praise is the first and most immediate reward. When children are praised, this reinforces the positive behaviour for learning which are being displayed. It is the action and not the child which is praised. For example: I like the way you are _____; Well done for including _____ in your work; I like the way that you included (name) in the game your laying; I noticed that you _____; linked to the learning question or success criteria.



ClassDojo

Dojo Points

Dojo points are awarded to individuals who are demonstrating improvements in their effort to, or consistency in their effort to behave and learn in an outstanding manner showing **full compliance with school and class rules**.

Whole Class Dojo Points

Whole class dojo points is a team reward system, designed to encourage children to work together for a common purpose. Whole class dojo points will be awarded at throughout the day for impressive choices of learning behaviours as a class team which is above the Torridon Primary expected behaviours. Only one class dojo point may be given at one time. Classes will decide on 3 reward options that they will work towards and then vote on as they collect their points. The class can choose to collect the minimum number of points for extra playtime or can choose to collect for a longer curriculum based reward. (The rewards must be in the school grounds - they cannot be trips.) On average whole class dojo points should be 100 per half term.

Number of Points	Reward Time	Ideas for Reward Time
100	30 minutes reward time	E.g. class game of rounders, outdoor games, cooking, art and craft activities, computing time, reading and drama time, singing
200	1 hour and 15 minutes reward time	

Star of the Week (Years 1-6)

Each class teacher nominates one child each week. The teacher explains, in the Friday assembly, why they have chosen this particular child to be 'Star of the Week', linking the child's behaviour for learning. The child's photograph is displayed on the star of the week notice-board and on the school plasma screen. The child receives a certificate to take home. All children are chosen throughout the year. All stars of the week will have lunch on the star table with a member of the SLT on Monday lunchtime.

Class Compliments

In each KS1 and KS2 classroom, a photo is displayed of the star of the week. Children will be provided with opportunities to write compliments about this child and stick them on their photo. At the end of the week the star of the week will take their compliments home to share with parents and carers.

In the EYFS, children are chosen to receive a compliment slip from their peers. These compliments are then shared with the children and displayed within the classroom. One copy of the compliments will be sent home and one copy will be kept in a class compliments folder.

Examples of Outstanding Learning Behaviours

<p>Above</p> <ul style="list-style-type: none"> Independently supporting a peer in their learning Overcoming a challenge due to high levels of resilience Leaving their comfort zone to further their learning 	<p>Amazing</p> <ul style="list-style-type: none"> Using initiative to resolve a confrontation on the playground Sacrificing own free time to support a classmate in their learning
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Torridon Behaviour Chart

In all our classrooms we display our 'Ready to Learn' ladder chart which supports the children to take responsibility and regulate their own behaviour for learning. Every child has a peg with their name on it and begins everyday on the section of the ladder - making good choices, being ready to learn. Children will be moved on the ladder depending on their behaviour choices.



Children are able to 'turn behaviour around' throughout the day. Outstanding learning behaviours will result in children being moved up to impressive choices. These include: resilience, risk taking, thinking, reflecting, self-motivation and independence.

		Sanction and Rewards
Impressive choices	Beyond the Torridon Primary Code	2 dojo points
Good Choices Ready to learn	Following the Torridon Primary Code	Expected behaviour
Reflect on your choices	Not following the Torridon Primary code	Verbal warning Time out in the classroom in the reflection area. Completion of reflection sheet.
If a child moves to the consequence section he/she will receive a consequence slip and one of the following sanctions		

(based upon the severity of the behaviour).		
	Behaviour	Procedure and Sanction
Consequence	Disruption of learning	Child to receive red consequence slip and lose 5 minutes of playtime or lunchtime with the class teacher. Class teacher will decide the appropriate sanction for the behaviour, such as a phone call home, discussion with parent or reflection sheet/ cussing letter.
Senior Staff on duty	Persistent disruption, rudeness, poor attitudes to learning Serious breach of behaviour policy e.g. Bullying/racism Swearing Fighting or intention to harm another child Vandalism/stealing/ theft Serious challenge to authority of all staff/ verbal abuse to staff Damaging school or other people's property.	If behaviour is continuing to disrupt learning, the child will be sent to the senior member of staff on duty and will be returned to class when ready to learn. Child will complete a reflection sheet or cussing letter. Any child who has received a red slip and been sent to senior staff will have a phone call home. SLT member to make a phone call home to discuss behaviour or arrange a meeting with parent/carer of child. Exclusion may be considered
Once a child has received a red consequence card he/she will receive a red consequence slip and the appropriate sanction. If they turn their behaviour around, children may return to a yellow warning and then green card, however their red slip will still remain as their behaviour has affected the learning of themselves and their peers.		

Below are example behaviours agreed by the entire teaching and governing body that are expected within our school. There are also some behaviours which again are deemed unacceptable in Torridon. Team leaders and Senior Leadership Team (SLT) are on hand to clarify any uncertainties as the below list is not meant to be exhaustive.

Expected	-	Unacceptable
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<p>To always say please and thank you.</p> <p>To use people's names whenever speaking to or referring to them.</p> <p>To hold doors open for others.</p> <p>To share equipment, space and adult time.</p> <p>To include everybody in activities if that is their wish.</p>	<p>Tolerance</p>	<p>Requesting and taking without the use of please and thank you.</p> <p>Snatching equipment from others or refusing to share equipment, space and adult time.</p> <p>Bullying directly or indirectly either verbally or physically.</p> <p>Intentionally upsetting anybody.</p>
<p>To try their best to be the best that they can be.</p> <p>To support others and encourage them to achieve goals.</p> <p>To find something to smile at, at least once every day.</p> <p>Be open to new friendships and experiences.</p> <p>Have a target and work towards it.</p>	<p>Positive</p>	<p>Not giving full effort.</p> <p>Intimidating others or preventing them from reaching their potential.</p> <p>Blaming other people for mistakes.</p> <p>Giving up on tasks, targets or activities.</p> <p>Refusing to try.</p>
<p>Listening to trusted adults the first time.</p> <p>Reporting bullying and cyber bullying and saving the evidence.</p> <p>Walking on the left hand side unless instructed otherwise.</p> <p>Using equipment and apparatus at designated times and in the way that it has been demonstrated.</p> <p>Gaining permission from an adult before leaving their care or supervision; that adult must then provide a sensible partner whenever doing so.</p>	<p>Safe</p>	<p>Running around the school or staircases.</p> <p>Leaving the care and supervision of an adult without their permission.</p> <p>Violence of any kind.</p> <p>The mis-use of any equipment or apparatus.</p> <p>Refusing to or failing to follow trusted adults instructions the first time.</p> <p>Leaving school premises without permission at any time.</p>

Reflection Area

All classrooms will have a designated time out table or chair or space where children can spend some time away from the other children to calm down, reflect and get themselves ready for learning again. Sand timers should be used to support children's understanding of when the time out is over and children should complete a reflection sheet to support them with taking responsibility for considering more appropriate choices than they may have made.

If there is persistent low level disruption over a half term the parent or carer of the child will be invited in to meet with a member of SLT and their class teacher. The meeting may result in the child being put on a personal behaviour plan for a fixed period of time. This will then be reviewed with the class teacher, parent or carer and a member of SLT.

CONSEQUENCES

We believe that with firm boundaries, clear expectations and consistent praise to reinforce positive behaviour and manners that very good behaviour will be achieved. We will remember to refer to the behaviour and not the child. We firmly believe that everybody in our school has the right to learn productively in safety and express their individuality safely. Sanctions will be used consistently and swiftly if any individual prevents this from happening. We value reflection and opportunities to improve situations over consequence with no way out.

It is essential that the adult's tone of voice and the way the adult structures redirection is aimed at the behaviour, not the child. Polite, calm language structures must be used at all times.

Managing behaviour within the classroom is essential. Children cannot learn if they are missing the lesson and will become further disengaged from school.

The consequence chosen depends on the circumstance and severity of behaviour. For example, for low level disruption in class, staff will start with a warning. If the child does not respond to the warning, then the next level of consequence is used.

All red consequence slips will be handed to Manda and logged by the office staff for monitoring purposes. If a child gets 3 red consequence slips within a half term, the parent or carer of the child will be invited in to meet with a member of SLT and the class teacher. The meeting may result in the child being put on a personal behaviour plan for a fixed period of time. This will then be reviewed with the class teacher, parent or carer and a member of SLT.

If you need support or guidance regarding the sanctions, please speak to your team leader.

A communication sheet must be completed for any serious incident and actions or consequences should be identified by the person completing the communication sheet.

EXCLUSION

In very exceptional circumstances the HT may decide to issue a fixed term internal or external exclusion. This decision can only be made by the HT (or DHT if the head is absent). This sanction is not part of the steps and will only be used in very exceptional circumstances.

Exclusion from school, either for a fixed period or on a permanent basis is at the **Headteacher's discretion**. Fixed term exclusions are mainly used for extreme physical violence towards another child, or for physical aggression towards a member of staff. They may also be used for other types of unacceptable behaviour, at the discretion of the Headteacher. Permanent exclusion may be considered for acts of extreme violence, for recurring acts of violence or for other behaviour which means that we cannot guarantee any child's health and safety in school.

Playground

The expectations of kindness, positivity and safety are just as high in our playground as they are in our classrooms. Anybody failing to do so may find themselves missing a segment of future play/lunchtimes to reflect upon and discuss the changes that need to be made to their behaviours. An interim area, the chill out zone, is a calm and supervised

space to go and reflect on what may happen if changes are not made. It is not a punishment but a preventative measure used to calm situations down so that happy lunchtime routines can continue. Further information can be found in our Playground Policy.

Educational Visits

Trust and safety are absolutely essential to the success of educational visits. If any individual has demonstrated any unsafe behaviours at school; or has repeatedly refused to follow an adults instruction the first time, they will not be allowed to attend any educational visits unless accompanied by their own parent/carer. We must ensure that all pupils in our care are safe, and that all of our staff members feel safe whilst they are responsible for our pupils, particularly when they are not on school premises. If unsafe behaviours manifest whilst on a trip, a member of staff will return any individual to school with immediate effect or request that a member of SLT does so.

Anti-Bullying

We are committed to providing a safe environment for all pupils and staff. **Bullying of any kind is physical, psychological or electronic/virtual.** We promote a culture of 'speaking out' against and behaviours. **Anybody who is aware of, or suspects that bullying may be taking place must speak to an adult and wherever necessary save any evidence.** Each instance of bullying is different and will have different causes and effects for everybody involved. As such, whenever bullying behaviours are reported and/or confirmed we investigate swiftly and thoroughly on an individual basis but with the same end goal; to stamp it out. We also believe that it is important to look at the causes of bullying as well as the effects that it can have. We have a strong ethos focused on kindness and friendship.



Electronic Bullying

The use of technology to bully is like any other form of bullying unacceptable and has no place in a school environment, or an environment that leads back into school. We treat this modern form of bullying as seriously as any other kind and work towards the culture of 'speaking out.' All pupils in our school are educated about the seriousness of virtual/cyber bullying, the potential consequences of this behaviour and what to do if they become a victim of it, or know of somebody else who has become a victim of it.

1. Block the bully.
2. Save the evidence.
3. Tell a trustworthy adult.

Educating Together

In order for Torridon Primary School to maintain and develop outstanding behaviour for learning further, we believe that staff, pupils and parents/carers must work together. We are all striving to enable the next generation to fulfil their potential. Working together is always more productive than working against one another.

Pupils

We expect pupils to follow the rules of the school and the classroom at all times. On any occasions when behaviour for learning slips below the desired level of expectation, we expect pupils to use reflection time as an opportunity to change their mind-set and behaviours promptly. Pupils are expected to take responsibility for their own behavioural choices.

School Staff

All staff must follow the behaviour for learning policy consistently with a strong focus on positive praise and analysis of the behaviour not the child. Any conversations with parents/carers must be recorded on communication sheets to provide a written account of what has been discussed, positive or otherwise. At all times members of staff must model the behaviour that is expected of pupils.

Parents and Carers

Accept the standards and expectations of the schools behaviour for learning policy at the point of enrolment, demonstrate the school's behaviour for learning expectations themselves and support the school in its efforts to uphold these standards and expectations. Interest should be shown in behaviour for learning successes and improvements whilst we expect further intervention at home if there have been instances of poor behaviour for learning to prevent such instances from happening again. Parents/Carers also have the responsibility of ensuring that pupils get to school on time with the clothing and equipment needed to be successful.